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ABSTRACT

This study examines and analyzes the impact of mandatory enforced skill prerequisites on student enrollment patterns and course performance outcomes in the San Diego Community College District (SDCCD). This investigation uses a comparative framework that includes data from two semesters to assess the impact of the prerequisite policy. The implementation of mandatory prerequisite skills levels enforced at registration appears to have coincided with enrollment declines in the majority of disciplines and within individual sections included in this investigation. In several of the science disciplines,there has been a concomitant increase in the proportion of successful course grades and a decrease in student drops. The effect in the social sciences and languages has been less obvious in terms of student outcomes, but enrollment in general showed a decline even though the number of sections offered remained relatively constant over the two terms. The effects on student equity categories varied substantially among several disciplines analyzed. The effect of mandatory prerequisite enforcement does not seem to negatively impact any group in particular. Appendix 1 includes tables that contain data for each course and subject area while Appendix 2 contains data for each course and subject area by SDCCD college and Educational Cultural (Complex. Contains 12 references.) (VWC)

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ED 440 688

Mandatory Skill Level Prerequisites:

How are Student Outcomes Affected?

A Student Equity Approach

U.S. DEPARTMENT OF EDUCATION
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Office of Institutional Research
San Diego Community College District
April, 1998

EXECUTIVE SUMMARY

This study examines and analyzes the impact of enforced prerequisites on student enrollment patterns and course performance outcomes in the San Diego Community College District. Using a Student Equity Measures approach developed by the SDCCD Institutional Research Office, , this investigation uses a comparative framework that includes data from two semesters to assess the impact of the prerequisite policy. The fall, 1997 term is when prerequisites were first enforced at the time of registration in the three colleges included in the SDCCD. This term is treated in the study as the experimental term. The fall, 1996 term is used as the comparison term because prerequisites at this time were advisory in nature and not strictly enforced at the time of enrollment. Thus fall, 1996 was used as the "control" term.

This study sought to answer three primary research questions:

1. How has the implementation of enforced prerequisites affected student enrollment and the number of sections of a course offered?

2. How has the implementation of enforced prerequisites affected student outcomes as defined by grades, retention, and course completion?

3. Has the implementation of mandatory prerequisites affected the enrollment patterns of traditionally under-represented students or women?

The fall, 1997 term was significant in the history of the SDCCD. This term marked the first time students attempting to enroll in selected courses had to demonstrate completion of a prerequisite before enrolling. Prior to the fall, 1997 term, such prerequisites were advisory only and students without the required placement level or prerequisite course could conceivably ignore advice and attempt the course. However policy changes in the state education code (Title 5) and speculation over the future of negotiated articulation agreements with senior institutions help to spur enforcement of prerequisites in the SDCCD. Title 5 had recently been amended to state that if a prerequisite for a course was published in the college catalog, then the prerequisite must be enforced. Some thought that enforcement of prerequisites for articulated courses was necessary to maintain articulation agreements with four year colleges and universities. Although several hundred courses across the SDCCD were been reviewed for prerequisite enforcement by discipline teams representing faculty and administrators, a pilot test was conducted using

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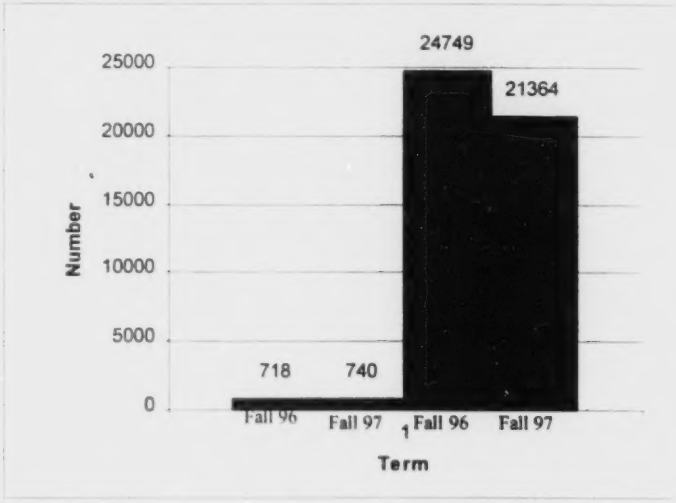
courses included in articulation agreements with four-year colleges and universities. This included just over 100 courses during the fall, 1997 term.

Summary Findings

Enrollment and Number of Sections

The figure below shows the changes in both the number of sections and enrollment from fall 1996 to fall 1997 for those courses with enforced prerequisites. In fall 1996 there were 718 sections offered, while in fall 1997 there were 740 sections offered. Enrollment in fall 1996 for these selected courses was 24, 749, while enrollment in fall 1997 was 21,364.

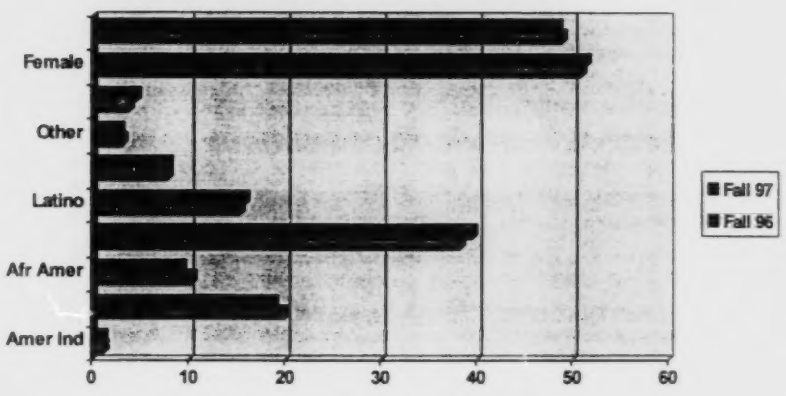
Figure 1: Enrollment and Section Comparison Fall, 1996 to Fall, 1997



The overall pattern suggests a general stability in the number of sections offered (some courses such as Biology 200 were new in 1997), with a general decline in enrollment. These declines were uneven however, some courses within disciplines remained stable or grew such as certain courses in French or English, while others declined such as certain courses in Psychology or the sciences. The tables in Appendix I to the report contain data for each course and subject area, and in Appendix II, data for each course and subject area by SDCCD college and ECC. Academic leaders at the colleges are invited to review the tables in this report that pertain to their particular discipline and college.

The enforcement of prerequisites did not appear to disproportionately affect a particular group as suggested by Figure 2. The representation of students by ethnic and gender grouping appears approximately the same in both the fall, 1996 and fall, 1997 terms. Any changes in proportional representation of student sub-gouts were in the range of 1% or less.

Figure 2: Enrollment by Equity Categories



Student Outcomes

Enrollment declines coincided with some improvements in student course performance outcomes when summarized across all disciplines. The average GPA for all students went up slightly from 2.9 to just over 3.0. Course completion rates also improved by approximately seven percent. Some groups showed greater improvements in course completion rates than others. For example, Asian and African American students improved their course completion rates by approximately ten percent, while White and Latino students saw improvements of approximately seven percent. Only American Indians showed a drop in course completion rates. Their rate fell by approximately nine percent from fall 1996 to fall 1997.

Some disciplines showed improvements in student outcomes while in others there was little evidence of significant change. For example, the sciences such as physics and chemistry showed improvements over the two time periods, while in English and the social sciences, little if any difference over the two semesters can be noted. In transfer level mathematics courses for example, it is probably the case that many students successfully self-select for these more difficult and advanced courses. Self selection may explain in part the lack of significant change in many of the more advanced courses in mathematics, and languages.

INTRODUCTION

In the fall, 1997 term, the San Diego Community College District implemented mandatory prerequisites for approximately 100 courses. The term "mandatory" refers to the restriction of enrollment only to those students who have demonstrated either by completing foundation courses or by achieving minimum cutting scores on placement tests and companion measures, that they have attained the required prerequisite level to challenge a course. In contrast to prior years, evidence of course completion or skills considered as essential to success in a subsequent course was required of students to enroll in these classes. Prior to the fall, 1997 term, such prerequisites were advisory only and students without the required placement level or prerequisite skill could conceivably ignore advice and attempt their desired course. Although several hundred courses have been reviewed by discipline committees representing faculty and administrators from across the SDCCD, a pilot test was conducted with the courses included in articulation agreements with four year colleges and universities. There was speculation by some SDCCD staff and faculty that without rigid enforcement at registration and restricting access to students on the basis of prior educational attainment or ability, certain articulation agreements that facilitate the transfer of college credit from the community college to the four year institution might be in jeopardy. In addition, Title 5 (state education code) was amended to state that if a prerequisite for a course was published in the college catalog, then the prerequisite must be enforced. This change to Title 5, coupled with the perceived potential harm to the "vertical integration" or articulation function as described by Cross (1985) in part moved the SDCCD to enforce the prerequisite skill levels for these selected articulated courses. The rationale for the selection of these 100 courses was based primarily on their relation to equivalent courses at the university. This even though universities do not typically compel students to enroll in prerequisite courses to attempt another course. However, it is argued that because the universities are more selective, their students are better prepared and therefore are given the opportunity to attempt a course with or without the prerequisite.

This study investigates the impact of mandatory enforced skill prerequisites on student outcomes and enrollment patterns. There are two primary research questions addressed by this study:

1. How has the implementation of enforced prerequisites affected student outcomes as defined by grades, retention, and course completion?
2. Has the implementation of mandatory prerequisites affected the enrollment patterns of traditionally under-represented students or women?

Using a Student Equity Measures model, this study attempts to answer the above questions by comparing two semesters of student performance data. The fall 1996 term was used as the control or baseline term to compare with the fall, 1997 term. Fall, 1997 is the term in which mandatory prerequisites were first implemented. The fall 1997 term can thus be viewed as the treatment or experimental condition.

Limitations

Although the two comparison terms represent different treatment conditions, these data are retrospective and consequently depart from true or quasi-experimental design. Random assignment in applied educational settings such as the community colleges is not possible, therefore the generalizability of these findings may be limited. Also, although prerequisite skill levels and courses have been in existence for these courses for several years, fall 1997 marks the first time that they were enforced at the time of registration. It is highly likely that prior to fall, 1997, students followed the recommendations of the college catalogs and did not attempt classes for which they did not meet the prerequisite standard. This appears to have been true for upper level mathematics, science, and language courses. Therefore there may have been substantial self-selection among the student sample where those without the required evidence of prerequisite attainment or knowledge did not attempt to register for a particular course. This may have occurred regardless of whether or not the class was restricted at registration. In prior research conducted by the SDCCD Research office for the validation of communication or computational prerequisites, there is substantial evidence that in certain higher level courses, that few if any students attempt a course without

the required course sequencing. Therefore this retrospective study does not follow experimental protocol but rather uses a comparison approach to determine the impact of this policy change.

The majority of courses included in this first term of prerequisite enforcement are primarily transfer level courses in the sciences, social sciences, and humanities. Results in other courses or for these same courses at other community colleges may not necessarily be extrapolated or generalizable. In addition, for some disciplines, the number of courses implementing mandatory prerequisites was relatively small, thus in some student equity categories the numbers may be too small to make reliable inferences. In these cases where the number of cases falls below 30, it is suggested the reader consult the Total for the table for comparison purposes. The totals are generally large enough such that more reliable inferences can be made. Due to these limitations, the reader is cautioned in interpreting the results and findings of the tables that appear in this report.

Background and Rationale of Enforced Prerequisites in the SDCCD

Besides the potential confounding of SDCCD articulation agreements, there were several arguments advanced in favor of mandatory prerequisites enforced at registration. Mandatory placement and prerequisites were intended to function as a gateway to college success rather than a gatekeeper or barrier to college access. In a recent article published by Berger (1997), the argument is advanced that correct placement in the curriculum will result in both a better instructional process and enhanced outcomes for students. Positive outcomes for students might include reduced student frustration, boredom, or propensity to drop out if they are poorly prepared for a course. The tendency to drop out of a class prematurely would be lessened if students were allowed to enroll in a course that was challenging and for which they are academically prepared (Kingan and Alfred, 1993; Boggs, 1984). According to this view, the screening of college students using ability levels will help students develop realistic expectations of their abilities and probable success in college courses. In his seminal study on community college students, Burton Clark (1960 and 1980), noted that community colleges employ a variety of processes to inform and guide student aspiration, however he observed that it was more of a tacit process. Mandatory placement and prerequisites make this function of the community colleges more explicit.

Another positive outcome frequently cited in favor of mandatory prerequisites and skill levels was improved student retention (Mount San Antonio College, 1989). Students considered underprepared for college level work in certain classes would be less likely to drop out if they were placed in courses that were not too challenging for them. Underprepared students grouped together would develop more informed expectations of their own readiness to do college level work (Manning, 1991).

In response to what some observed as declining academic standards in the community colleges, state policymakers passed reform legislation in the late 1980's. The Matriculation reform attempted to correct what was perceived as declining academic standards by allowing colleges to use skill levels as indicated by placement test scores or prior course completion to allocate student access to selected courses. This was thought to help reverse the decline in academic standards by enforcing desired skill levels as a condition for course entry. The concept of academic standards as it is used by many educators merits attention. In the context of higher education, academic standards are often viewed as something imposed on the college or classroom by the students, rather than imposed on the students by the institution. It appears that when many educators speak of declining academic standards, they are often referring to the perceived level of educational preparation and personal traits of students.

This view that the academic standards of the institution reside in the student body is not uncommon even in open-access institutions where selective admissions is not practiced by statute. The academic senate for the California Community Colleges as part of the resolution endorsing mandatory placement for students also appears to equate academic standards with the educational background and traits of incoming students. This was noted by Alkin (1991) in his review of Matriculation implementation in California community colleges. However as suggested by Astin (1985), changes in student composition, demographics, and entering abilities do not equate with changed performance standards required by the college. Standards for entering a class, program, or college may change, "...but this does not necessarily require any alteration of performance standards at the exit point." (p. 98). This same sentiment was echoed by Cohen and Brawer (1989) when they observed that although serving underprepared students is an essential element of the two-year college mission, serving increasing numbers of underprepared students should not translate into lowered academic standards.

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Underlying this belief in the enhanced retention and outcomes for the under-prepared student was the notion that academic self-concept is related to student success. Marsh (1992) suggested that academic self-concept is based largely on how a student feels he or she compares with others in the class. Marsh suggested that students with a low probability for success in a class would be overwhelmed by the standards required for success. This in turn would lower his or her confidence or academic self-concept, which lowered their academic achievement. Thus grouping students according to readiness for college level work would narrow the gap between academic self-concept and achievement. This is supposed to contribute to enhanced course retention and outcomes.

Mandatory placement and prerequisites were also intended to benefit the well-prepared and high achieving students. Grouping the better prepared students together would also improve the retention of this group because they would be less likely to drop out due to boredom with a class that moved too slowly. This would also improve the outcomes and retention behavior of these students.

Another argument advanced in favor of mandatory prerequisites and placement was greater fairness in the enrollment process and better enrollment management, particularly in highly impacted courses. For example, it has been suggested that there would be less disruption during the enrollment period as students without the required skill level would not be allowed to take up seats in crowded classrooms needed by students who had the requisite test score or placement level. The problems created by scarcity in available openings of course sections that were in high demand would be relieved by only allowing the qualified students to enroll. Screening students by ability or skill level would help to throttle demand in certain courses where space was limited.

Faculty were also seen as benefiting from a policy of enforced prerequisites and course placement. Some state policymakers believed that grouping and screening students by ability level would improve the morale of faculty and hence enhance the instructional process. Evidence for this belief can be found in a document review of publications issued by the Board of Governors of the California Community Colleges. One report suggested that an indicator of the effectiveness of the Matriculation reform passed in the late 1980's would be the extent to which faculty were able to "...interact in their classes with students who are motivated to learn and properly assisted when making course selections that are appropriate to their skills

and academic potential." (Board of Governors, 1987). There was a belief implicit in the regulations enabling mandatory enforcement of prerequisites that such screening would improve the motivation of students thus selected and that this process would in turn improve the classroom environment for faculty. As a result, teaching and learning would improve.

Improvement of student course performance, retention, and faculty morale was seen as a positive outcome for the community colleges. Institutional benefit was seen as an implicit outcome of improvement in student performance provided by screening students on the basis of inferred ability level. These benefits would improve college accountability, matriculation, and accreditation indicators.

This policy was also believed by some to reduce college costs. Grouping individuals by ability level was supposed to more efficiently focus instruction in the college and transfer level courses by alleviating the need for faculty to teach basic skills to poorly prepared students.

In summary, through the use of mandatory placement and course prerequisites proponents maintain that the community colleges would improve their instructional outcomes and institutional effectiveness. Enforced placement and course prerequisites were to yield a direct benefit to the student, faculty, and college. These reasons for prerequisite enforcement were consistent with the reasons found by Boughan (1995).

Concurrent with the positive acclamations given to the policy of mandatory prerequisites, the SDCCD was also interested in the potential impact of this policy. College and district leaders were interested in how enforcing prerequisites at the time of registration would affect access, enrollment, and course performance. Based on the newly adopted Accreditation mandate for developing a "culture of evidence" for educational decisions and planning, and a long-standing interest in student outcomes research, the SDCCD undertook a comprehensive analysis of the impact of mandatory prerequisite enforcement.

This research was also consistent with certain provisions of the California state education code focusing on communicational or computational prerequisites. Title 5 requires institutions to provide evidence of the impact of cross-disciplinary prerequisite enforcement. Colleges are to provide evidence to describe and empirically evaluate the effects of requiring a prerequisite course or ability level for

enrollment in another or subsequent course. According to state regulations, there should be compelling evidence that students not completing the desired prerequisite or attaining a certain skill level are "highly unlikely to succeed" in the course requiring the prerequisite as a condition for entry.

This legislation marks an approach unique in the nation. No longer is professional judgment of course rigor and content review alone sufficient for educators to justify mandatory communicational or computational courses for students. Increasingly, state and community demands for accountability and objective, verifiable, evidence is required along with professional judgment for decisions regarding student eligibility for various courses. Thus as the colleges increase their reliance on prerequisite courses and enforced skills levels as a condition for attempting a course, there are both legal and ethical mandates for the colleges to record and report evidence of improvement in student outcomes and potential disproportionate impact.

Title 5 also requires institutions to monitor, report, and take steps to minimize disproportionate impact as it relates to testing, placement, and pre-requisite enforcement. If disproportionate impact is found, then colleges must take steps to mitigate the potential reasons for the observed impact on various student groupings.

According to the Matriculation Regulations (Chapter 6, Article 1), Disproportionate Impact is said to occur when the percentage of persons from a particular racial, ethnic, gender, age, or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different than the representation of that group in the population of persons being assessed. State regulations further require that any observed discrepancy is found by empirical evidence demonstrating that the assessment instrument, method, or procedure is a valid and reliable predictor of performance in the relevant educational setting.

No state guidelines have been officially established to determine disproportionate impact. However, inspection of the attached tables provides some insights as to how the enrollment and success rates of various student sub-groups vary according to subject and required skill level. In this investigation, the analysis of potential disproportionate impact will focus on changes in the enrollment patters of students

from the various student equity categories. The format of the tables included in this report is intended to facilitate such a comparison.

It is through the development and enforcement of these standards for determining the impact of enforced prerequisites and skills levels that the state and community interest in protecting student access and avoiding litigation is supposed to be safeguarded. Through this research and cross-disciplinary validation mandates, the SDCCD has sought to ensure that the effect of enforcing required ability levels for student admission to various courses is at least somewhat related to a criterion of improving student success and avoiding disparate effects on a particular group of students. This is consistent with the philosophical belief of the SDCCD to improve student success while maintaining access for all. To the extent that our research and evaluation reflects what we as an institution values, this research is intended to inform SDCCD policies and practices in prerequisite enforcement.

In summary, this study examines the effects on student outcomes as a result of enforced, mandatory skill levels for entry into selected courses in the San Diego Community College District for the fall, 1997 semester.

Focus of this Study

This retrospective study uses comparative data from two terms to determine the impact of enforced skill levels on student success and course access. Courses with prerequisites are grouped within subject areas for the fall, 1997 term. This term might be viewed as the experimental condition. For comparison purposes, these same courses were grouped within each subject for the fall, 1996 term. This was done to note any changes in enrollment patterns, student success, or disparate impact on particular student groupings. Thus the fall, 1996 term might be viewed as the control or baseline condition.

Measures and Operational Definitions

Student Outcomes

This report uses the Student Equity Measures format adopted by the SDCCD Institutional Research office. This format has been developed and applied to measure and report student outcomes in every subject offered by the colleges since 1993. Reported annually, this report uses the student equity categories defined by the State Chancellor's Office and the State Academic Senate as part of the Student Equity initiative adopted by these two groups. Outcomes are reported by student categories according to the gender, racial or ethnic, and disability grouping of the student. For each category, the average grade point average (A=4, B=3, C=2, D=1, and F-0) is given. Additional outcome measures reported for each student grouping are the proportion of those who complete the course(s) successfully. Success here is defined as completing the course with a grade of 'C' or better. Non success is defined as earning a 'D,' 'F,' or 'W,' grade notation. This is consistent with policies adopted by the Prerequisite Validation Research Committee comprised of appointees from the three academic senates, and SDCCD student services and research staff.

The mainframe extract files used to create this report provide grades for all courses taken by students. When a student drops or withdraws from a course, the grade record becomes a "DRP" or "W." These measures show grade notations as a percentage of all grades issued for each group within the equity categories. "Never attended" indicates that the student was able to register for the course but was dropped for non-attendance. The sum of "Never Attended," "Dropped Course," "W, D, or F," and "Course Completed," is equal to 100%. In addition, column totals are shown for each criterion variable. The total is the sum for the data in the column. In the case of GPA, the total reflects the average for the data in the column.

The categories of race and gender are derived from the student application for admission. Disability status is determined by the Disabled Students Programs and Services (DSPS) unit.

Courses Included in this Study

The disciplines and courses included in this comparative study are listed in Table 1 below. It should be noted that with respect to comparing enrollment totals between the two terms, that not all courses with prerequisites were offered in both terms or sometimes the number of sections of each course differed between terms. If there were a reduced number of sections of a course with a prerequisite, this may not be necessarily due to the imposition of a prerequisite. In general, the SDCCD colleges experienced slight enrollment declines in the fall, 1997 term. It is difficult to discern whether this enrollment decline had an impact on the offering of certain courses or the number of sections of a course offered. Thus changes in enrollment from one term to the next may not always be strictly comparable.

Table 1

Course Numbers; Title, and Prerequisite Enforced in Fall, 1997

SUBJECT AREA	COURSES AND PREREQUISITES		
	Course Number	**Title**	**Prerequisite (to be completed with a grade of 'C' or better**
Accounting	116B	Principles of Accounting-Managerial	116A
Biology	200	Biological Statistics	Biology 105, and 106 or 107 and Mathematics 100
	205	General Microbiology	Biology 105, and 106 or 107
	210A	Introduction to the Biological Sciences I	Chemistry 151
	210B	Introduction to the Biological Sciences II	Biology 210A
	230	Human Anatomy	Biology 105, and 106 or 107
	235	Human Physiology	Biology 105, and 106 or 107
Chemistry	130	Introduction to Organic and Biological Chemistry	Chemistry 100 and 100L Corequisite: Chemistry 130L
	130L	Introduction to Organic and Biological Chemistry Lab	Corequisite: Chemistry 130
	200	General Chemistry I	Chemistry 151 and Mathematics 100 Corequisite: Chemistry 200L
Chemistry (continued)	200L	General Chemistry I- Lab	Corequisite: Chemistry 200
	201	General Chemistry II	Chemistry 200 and 200L Corequisite: 201L
	201L	General Chemistry II Lab	Corequisite: Chemistry 201
	231	Organic Chemistry I	Chemistry 201 and 201L Corequisite: Chemistry 231L, 232L
	231L	Organic Chemistry I- Lab	Chemistry 201 and 201L Corequisite: Chemistry 231

Subject Area	Courses and Prerequisites		
	Course Number	**Title**	**Prerequisite (to be completed with a grade of 'C' or better**
	232L	Organic Chemistry I- Lab	Chemistry 201 and 201L Corequisite: Chemistry 231
	233	Organic Chemistry II	Chemistry 231
	233L	Organic Chemistry II - Lab	Chemistry 231 Chemistry 201 and 201L Corequisite: Chemistry 233
	234L	Organic Chemistry II - Lab	Chemistry 231 Corequisite: Chemistry 233
	251	Analytical Chemistry	Chemistry 201 and 201L and Mathematics 150
Engineering	115	FORTRAN and Numerical Methods for Engineers and Scientists	Mathematics 141
	151	Engineering Drawing	Mathematics 100
	200	Statics	Physics 195A Corequisite: Mathematics 151
	210	Properties of Materials	Physics 195A Corequisite: Chemistry 200 and 200L
	250	Dynamics	Engineering 200 Corequisite: Mathematics 252
	250	Electric Circuits	Physics 195B and Mathematics 151
English	7	English for Speakers of Other Languages II	English 6 or Assessment Category of ESL 7
	8	Transitional College ESL	English 7 or Assessment Category of ESL 8
	9	College English Practice for Non-Native Speakers	English 8 or Assessment Category of ESL 9
	10	English Practice for Non-Native Speakers	English 9 or Assessment Category of ESL 10
	51	Basic Composition	English 10 or 50 or Assessment Category of W4
	56	College Reading Study Skills	English 10 or 55 or Assessment Category of R4
	101	Reading and Composition	English 51 and 56 or Assessment Category of R5 and W5
	105	Composition and Literature	English 51 and 56 or Assessment Category of R5 and W5
	202	Introduction to Linguistics	English 51 and 56 or Assessment Category of R5 and W5
	205	Critical Thinking and Intermediate Composition	English 101 or 105
English (continued)	207	The Art of the Sentence	English 101
	208	Introduction to Literature	English 51 and 56 or Assessment Category of R5 and W5
	209	Literary Approach to Film	English 51 and 56 or Assessment Category of R5 and W5
	210	American Literature I	English 101
	211	American Literature II	English 101

SUBJECT AREA	COURSES AND PREREQUISITES		
	Course Number	**Title**	**Prerequisite (to be completed with a grade of 'C' or better**
	215	English Literature I	English 101
	216	English Literature II	English 101
	220	Masterpieces of World Literature	English 51 and 56 or Assessment Category of R5 and W5
	221	Masterpieces of World Literature II	English 51 and 56 or Assessment Category of R5 and W5
	235	Introduction to Asian Literature I	English 51 and 56 or Assessment Category of R5 and W5
	236	Introduction to Asian Literature II	English 51 and 56 or Assessment Category of R5 and W5
	237	Women in Literature	English 51 and 56 or Assessment Category of R5 and W5
	238	Evaluating Children's Literature	English 51 and 56 or Assessment Category of R5 and W5
	239	Black Women Writers	English 51 and 56 or Assessment Category of R5 and W5
	240	Shakespeare	English 51 and 56 or Assessment Category of R5 and W5
	246A	Writing Workshop Prose	English 51 and 56 or Assessment Category of R5 and W5
	246B	Writing Workshop Prose	English 246A
	247	Writing Seminar- Poetry	English 51 and 56 or Assessment Category of R5 and W5
	249A	Introduction to Creative Writing I	English 51 and 56 or Assessment Category of R5 and W5
	249B	Introduction to Creative Writing II	English 249A
	252A	Intermediate Fiction Writing Workshop	English 51 and 56 or Assessment Category of R5 and W5
	252B	Intermediate Fiction Writing Workshop	English 252A
	252C	Intermediate Fiction Writing Workshop	English 252B
	252D	Intermediate Fiction Writing Workshop	English 252C
French	102	Second Course in French	French 101
	201	Third Course in French	French 102
	202	Fourth Course in French	French 201
German	102	Second Course in German	German 101
	201	Third Course in German	German 201
Italian	102	Second Course in Italian	Italian 101
	201	Third Course in Italian	Italian 102
Mathematics	104	Trigonometry	Mathematics 100 or Assessment Category M5
	116	College and Matrix Algebra	Mathematics 100 or Assessment Category M5
	118	A Survey of Modern Mathematics	Mathematics 100 or Assessment Category M5

SUBJECT AREA	COURSES AND PREREQUISITES		
	Course Number	**Title**	**Prerequisite (to be completed with a grade of 'C' or better**
	119	Elementary Statistics	Mathematics 100 or Assessment Category M5
	121	Basic Techniques of Calculus I	Mathematics 116 or Assessment Category M6
	122	Basic Techniques of Calculus II	Mathematics 121
	141	Precalculus	Mathematics 104 or Assessment Category M6
	150	Calculus with Analytic Geometry I	Mathematics 141 or Assessment Category M7
	151	Calculus with Analytic Geometry II	Mathematics 150
	210A	Concepts of Elementary School Mathematics I	Mathematics 100
	245	Discrete Mathematics	Mathematics 122 or 151
	252	Calculus with Analytic Geometry III	Mathematics 151
	254	Introduction to Linear Algebra	Mathematics 151
	255	Differential Equations	Mathematics 252 and 254
Philosophy	205	Critical Thinking and Writing in Philosophy	English 101
Physics	120A	General Physics I	Physics 125A and Mathematics 121
Physics	120B	General Physics II	Physics 125B
Physics	121A	General Physics Lab	Physics 120A and 125A
Physics	121B	General Physics Lab	Physics 120A Corequisite: Physics 120B and 125B
Physics	124A	General Physics	Mathematics 100 or Assessment Category M5
	124B	General Physics	Physics 12A
	125A	Problem Solving for General Physics	Mathematics 100 Corequisite: Physics 120A or 124A
	125B	Problem Solving for General Physics	Physics 124A Corequisite: Physics 120B or 124B
	195A	Mechanics	Mathematics 150 Corequisite: Mathematics 151
Physics (continued)	195B	Electricity and Magnetism	Physics 195A
	195C	Waves, Light, and Modern Physics	Physics 195A
Psychology	258	Behavioral Science Statistics	Mathematics 100
	260	Introduction to Physiological Psychology	Psychology 101
Russian	102	Second Course in Russian	Russian 101
	201	Third Course in Russian	Russian 102
Spanish	102	Second Course in Spanish	Spanish 101
	201	Third Course in Spanish	Spanish 102
	202	Fourth Course in Spanish	Spanish 101

General Summary Analysis for All Subjects

The summary table on the next page provides a comparison of student performance before and after the enforcement of prerequisites in all subjects and courses where these were enforced. This summary data is provided to give the reader an overall comparison of the effects of this policy on enrollment and performance of students. Thus this table includes fourteen subject areas and the approximately 100 plus courses that enforced prerequisites in the fall 1997 term. The table shows the total number of students for fall 1997 and the comparison term of fall, 1997. The lower part of the table shows the absolute or numeric difference between the two terms, while the bottom right part of the table shows the percent change from 1996 to 1997.

There was a drop in the number of students in fall 1997 compared with fall, 1996 of approximately 12%. Although not shown in the summary table, this drop in enrollment also coincided with an increase in the number of sections from 719 in fall 1996 to 741 in fall 1997. There was a drop in students in all categories analyzed. Among ethnic groupings, there was generally less than a one percent change over the two comparison terms for all groups analyzed. Enforcement of prerequisites did not seem to dramatically affect the distribution of students by the various equity categories. There was little practical difference in the proportion of men and women in these selected courses over the two comparison terms. As with gender, students with disabilities were approximately the same proportion in the experimental term as the control term. The differences were generally less than one percent.

As was the pattern evident throughout this analysis (with some exceptions as noted in the discussion that follows), the drop in enrollment was concurrent with some modest improvements in student performance. There was an improvement in average GPA over the two comparison terms from 2.92 in fall 1996 to 3.13 in 1997, although this differed slightly by group. For example, the average GPA for African American, White, and Latino students improved, while the average for Asian, Filipino, American Indian, and Other student groupings declined. There was a slight improvement in the drop and withdrawal rates over the two comparison terms. Course completion rates over the two semesters appear to have improved somewhat, although this also varies by subject area as will be shown in the next section.

Student Performance Before and After Prerequisite Enforcement

Subject: All subjects listed on the blue sheet. Fourteen subjects are included: Accounting, Biology, Chemistry, Engineering, English, French, German, Italian, Mathematics, Philosophy, Physics, Psychology, Russian, and Spanish.

Student Demographics		Fall 1996 Prerequisite Performance							Fall 1997 Prerequisite Performance						
		Total # of Students	% of Students	Mean GPA	% Never Attended	% Dropped	% Withdrew	% Completed	Total # of Students	% of Students	Mean GPA	% Never Attended	% Dropped	% Withdrew	% Completed
Ethnicity	Amer. Indian	349	1.3%	1.83	4.3%	8.6%	29.3%	57.8%	268	1.1%	1.39	5.2%	7.0%	38.8%	49.1%
	Asian/ Pacific Isl.	5374	20.0%	2.80	10.4%	14.1%	21.8%	53.7%	4419	18.8%	2.38	6.0%	11.0%	20.0%	62.9%
	African Amer.	2760	10.3%	2.15	13.5%	12.6%	28.9%	45.0%	2198	9.3%	2.23	6.5%	11.1%	26.4%	56.0%
	White	10303	38.3%	3.12	10.9%	14.7%	22.5%	51.9%	9285	39.5%	3.16	6.2%	10.7%	22.7%	60.3%
	Latino	4114	15.3%	2.41	9.6%	11.2%	31.2%	48.0%	3723	15.8%	2.55	4.6%	10.2%	30.6%	54.6%
	Filipino	2086	7.8%	2.09	6.1%	8.6%	30.0%	55.3%	1849	7.9%	1.94	4.7%	10.7%	28.7%	55.9%
	Other	855	3.2%	2.24	11.1%	11.9%	27.1%	49.9%	692	2.9%	2.09	5.9%	8.8%	19.7%	65.7%
	Unknown	1025	3.8%	2.90	5.4%	17.1%	20.1%	57.4%	1087	4.6%	2.83	5.4%	16.9%	26.8%	50.9%
	Ethnicity Total	26866							23521						
Gender	Female	13665	50.9%	2.93	11.9%	14.6%	23.7%	49.9%	12055	51.3%	3.10	6.7%	13.2%	22.1%	58.0%
	Male	13098	48.8%	2.92	10.0%	13.7%	26.3%	50.0%	11374	48.4%	2.95	5.7%	10.9%	27.6%	55.8%
	Not Reported	103	0.4%	1.47	7.2%	8.4%	19.3%	65.0%	92	0.4%	2.15	2.1%	18.9%	14.9%	64.1%
	Gender Total	26866							23521						
Disability	No	26209	97.6%	2.90	10.5%	13.9%	25.5%	50.1%	22969	97.7%	3.03	5.9%	11.8%	24.8%	57.4%
	Yes	657	2.4%	2.89	12.2%	15.8%	18.8%	53.2%	552	2.3%	1.99	14.9%	17.4%	20.9%	46.8%
Total		26866	100.0%	2.92	10.8%	14.0%	25.0%	50.3%	23521	100.0%	3.03	6.1%	12.0%	24.8%	57.1%

Student Demographics		Difference From Fall 1996 to Fall 1997 Prerequisite Performance							Percent Change From Fall 1996 to Fall 1997 Prerequisite Performance					
		Total # of Students	% of Students	Mean GPA	% Never Attended	% Dropped	% Withdrew	% Completed	Total # of Students	Mean GPA	% Never Attended	% Dropped	% Withdrew	% Completed
Ethnicity	Amer. Indian	-81	-0.2%	-0.44	0.9%	-1.6%	9.4%	-8.7%	-23.2%	-23.8%	19.8%	-18.6%	32.2%	-15.1%
	Asian/ Pacific Isl.	-955	-1.2%	-0.42	-4.4%	-3.1%	-1.7%	9.2%	-17.8%	-15.0%	-41.9%	-22.0%	-7.9%	17.1%
	African Amer.	-562	-0.9%	0.08	-7.1%	-1.5%	-2.5%	11.0%	-20.4%	3.9%	-52.1%	-11.7%	-8.5%	24.4%
	White	-1018	1.1%	0.04	-4.7%	-4.0%	0.2%	8.4%	-9.9%	1.2%	-43.0%	-26.9%	1.0%	16.2%
	Latino	-391	0.5%	0.14	-5.0%	-1.0%	-0.6%	6.7%	-9.5%	6.0%	-52.2%	-9.0%	-2.0%	13.9%
	Filipino	-237	0.1%	-0.15	-1.5%	2.2%	-1.3%	0.6%	-11.4%	-7.2%	-23.7%	25.4%	-4.3%	1.0%
	Other	-163	-0.2%	-0.15	-5.2%	-3.1%	-7.5%	15.8%	-19.1%	-6.8%	-47.2%	-26.1%	-27.4%	31.6%
	Unknown	62	0.8%	-0.07	0.0%	-0.1%	6.7%	-6.5%	6.0%	-2.5%	0.1%	-0.8%	33.1%	-11.4%
Gender	Female	-3345	0.4%	0.17	-5.2%	-1.4%	-1.5%	8.1%	-12.5%	5.6%	-43.7%	-9.5%	-6.5%	16.3%
	Male	-1610	-0.4%	0.04	-4.3%	-2.8%	1.3%	5.8%	-11.8%	1.2%	-42.8%	-20.2%	4.9%	11.6%
	Not Reported	-1724	0.0%	0.68	-5.1%	10.5%	-4.4%	-1.0%	-13.2%	46.6%	-70.7%	124.6%	-22.8%	-1.5%
Disability	No	-11	0.1%	0.13	-4.6%	-2.1%	-0.6%	7.3%	-10.7%	4.4%	-43.4%	-15.3%	-2.4%	14.6%
	Yes	-3345	-0.1%	-0.90	2.7%	1.6%	2.1%	-6.5%	-12.5%	-31.2%	22.6%	10.1%	11.3%	-12.1%
Total		-3240		0.11	-4.6%	-1.9%	-0.3%	6.8%	-12.4%	3.6%	-43.0%	-13.9%	-1.1%	13.6%

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Analysis by Subject

The tables that follow present summary data for the enrollment patterns, mean GPA, and course completion rates of students in the courses within disciplines with prerequisite skill levels under enforcement. Tables are organized according to subject area. Courses listed in the above table within each subject area were grouped for both terms (when possible) and analyzed in summary form by subject area. Within each subject areas the student equity categories are disaggregated for analysis. Data are organized according to the student equity categories described earlier.

Additionally, more detailed analysis has been provided in the appendices to this report. Appendix I contains a similar equity and enrollment analysis by course number within each subject area. These data include enrollment information, number of sections, and the differences in these two statistics from fall 1996 to fall 1997. Also included for each individual course number are the enrollment and course outcome rates for the student equity categories included in this report. Therefore, for each course number within each discipline the enrollment changes and success rates of students is reported by ethnic background, gender, and disability status. The reader is cautioned in interpreting some of the tables in Appendix I that the number of cases may be too small for adequate comparison of the impact of prerequisite enforcement. However for those courses in which there are an adequate number of sections such as certain English, mathematics, and science courses, comparisons can generally be considered reliable.

Appendix II contains further detailed information on prerequisite enforcement. The tables in Appendix II are designed to enable comparison of the impact of prerequisite enforcement for each course number within each subject by each of the SDCCD colleges and the Educational Cultural Compiex. Data presented include the changes in enrollment for all students and by student equity categories of race, gender, and disability status. Also included is the number of sections offered at each college for both comparison terms and a column showing the change from fall 1996 to fall 1997. As with the tables in Appendix I, course completion rates are shown for both comparison terms and for sub-categories of students.

For the main body of this report, the focus of the discussion is on the impact of prerequisite enforcement for the entire SDCCD. Therefore data on the enrollment changes, demographic shifts, and

course performance outcomes will be discussed from a districtwide perspective. During the course of the discussion in this report, periodic reference to differences between the colleges may be noted if it provides a pertinent or illuminating example of a trend or finding for the entire SDCCD. The purpose of including the additional analysis by college was to enable college administrative and academic leaders to better understand the local impact of prerequisites on their campus. For those interested in intra- or inter-college comparisons, the tables in Appendix II provide an exhaustive summary of the impact of prerequisite enforcement.

The next section of this report focuses on changes over the two comparison terms by subject area.

Accounting

For the fall, 1997 term only one course in accounting had a prerequisite skill level enforced at the time of registration. A course sequence prerequisite was enforced where students attempting to register for accounting 116B had to show evidence of having completed 116A or an equivalent course. Tables two and three show the differences in student outcomes between the two terms for all sections of this course. Successful course completion rates remained virtually the same at approximately 55% in general. The average GPA increased very slightly in the fall 1997 term from 2.74 to 2.85. Unsuccessful grade notations ('W,' ' D,' and 'F') differed by about two percent between the control and experimental terms with the slight increase found in the 1997 term. Enrollment was slightly lower in the fall 1997 by approximately 35 students or 8%. As stated earlier, the reasons for enrollment changes are difficult to attribute to any particular cause, the college enrollments remained generally static or declined overall during this period. A review of the number of sections offered suggests that the same number of sections were offered in both terms. Whether the enrollment change was due to prerequisite enforcement, smaller classes, or normal college enrollment variation is difficult to judge. However in this case, the difference between terms was not extremely large.

Equity Categories

There was a decline in the proportion of Asian students in the fall 1997 term while the proportion of White, Latino, and African American students grew slightly or remained stable during this period. The proportion of African American students remained almost unchanged with one percent decline from 1996 to 1997. There was a four percent increase in the proportion of women in the fall 1997 term, and the gap in performance between men and women narrowed. The average GPA of females went from 3.03 in 1996 to 2.97 a year later. The GPA of male students rose in the 1997 term to 2.71 from 2.45. The proportion of non-disabled students remained virtually unchanged with approximately 97% of students not identified as using DSPS services. Among ethnic groups the average GPA of Asian, African American students remained unchanged, while the GPA of White and Latino students improved slightly. Asian students declined as proportion of the student population by about 5% in the 1997 term while White and Latino students grew very slightly (2-3%) . Course completion rates improved for Asian, African American, and students identified as "Other." The course completion rates of White and Latino students declined by approximately 4%. There were virtually no differences in the completion rates for either males or females between the two comparison terms. In general, there seems to be minimal disproportionate impact in this subject area.

Inspection of the Accounting 116B table in Appendix II shows that the colleges did not change the number of sections offered at each college over both comparison terms. Enrollment increased slightly at City College, while enrollment at Mesa and Miramar dropped. ECC remained unchanged.

Table 2

1996 Prerequisite Baseline Performance Report
Subject: Accounting 116B

COURSE NUMBER 116B	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	2	.4%	.		50.0%	50.0%	
ASIAN/PAC ISL	103	21.3%	3.10	9.7%	16.5%	21.4%	52.4%
AFRICAN AMER	69	14.3%	2.79	7.2%	5.8%	36.2%	50.7%
WHITE	183	37.9%	2.66	3.3%	13.1%	25.7%	57.9%
LATINO	68	14.1%	2.48	2.9%	11.8%	32.4%	52.9%
FILIPINO	38	7.9%	2.80	7.9%	7.9%	15.8%	68.4%
OTHER	9	1.9%	2.00	11.1%	11.1%	33.3%	44.4%
UNKNOWN	11	2.3%	2.57	9.1%	9.1%	36.4%	45.5%
GENDER							
FEMALE	239	49.5%	3.03	6.7%	13.4%	23.8%	56.1%
MALE	243	50.3%	2.45	4.9%	11.1%	30.0%	53.9%
NOT REPORTED	1	.2%	4.00				100.0%
DISABLED							
NO	469	97.1%	2.73	5.8%	12.6%	26.9%	54.8%
YES	14	2.9%	2.89	7.1%		28.6%	64.3%
Total	483	100.0%	2.74	5.8%	12.2%	26.9%	55.1%

Fall, 1997 Prerequisite Baseline Performance Report
Subject: Accounting 116B

COURSE NUMBER 116B	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	4	.9%	.			100.0%	
ASIAN/PAC ISL	74	16.6%	3.13	1.4%	14.9%	25.7%	58.1%
AFRICAN AMER	59	13.3%	2.79	5.1%	10.2%	27.1%	57.6%
WHITE	180	40.4%	2.90	7.2%	10.6%	26.7%	55.6%
LATINO	74	16.6%	2.67	5.4%	9.5%	36.5%	48.6%
FILIPINO	30	6.7%	2.61		6.7%	33.3%	60.0%
OTHER	13	2.9%	2.22	7.7%	23.1%	15.4%	53.8%
UNKNOWN	11	2.5%	3.17		18.2%	27.3%	54.5%
GENDER							
FEMALE	236	53.0%	2.97	5.1%	15.7%	23.7%	55.5%
MALE	207	46.5%	2.71	4.8%	5.8%	34.8%	54.6%
NOT REPORTED	2	.4%	.		50.0%	50.0%	
DISABLED							
NO	437	98.2%	2.86	4.3%	11.4%	29.1%	55.1%
YES	8	1.8%	2.25	37.5%		25.0%	37.5%
Total	445	100.0%	2.85	4.9%	11.2%	29.0%	54.8%

Biology

Table 3 presents data from the two comparison semesters for courses in Biology that had enforced prerequisite skill levels as shown in table 1. (Biology 200, 205, 210A, 210B, 230, and 235). There was a difference between the two terms of approximately 220 students or approximately a 16% decline across the courses where prerequisites were enforced. Approximately the same number of course sections of enforced prerequisite courses were offered in both the terms in this investigation. There was a general improvement in the successful course completion indicators. In 1997 the proportion of successful grades grew by approximately 6% from the previous term while the average GPA improved only slightly from 1996. The proportion of students dropping courses (earning a "DROP" notation on the grade report) declined by about 2% in 1997. The proportion of students earning a non-successful grade of 'D,' 'F,' or 'W,' fell by approximately 4%.

Equity Categories

The proportion within various equity categories varied somewhat between the two comparison terms. The proportion of Asian and Filipino students declined while the proportion of Latino and White students increased by approximately 4%. The proportion of African American students remained unchanged. The student population was approximately 65% female in both terms. The proportion of non-disabled students remained the same at approximately 98% for both terms.

Course outcomes varied somewhat between equity categories. The average GPA for Asians declined somewhat from 3.0 to 2.9 while the GPA for Latino and White students improved slightly. Males slightly improved their average GPA from approximately 2.9 to 3.0. Both males and females improved their course completion rates by about 6%. Course completion rates showed an improvement for nearly all equity categories from fall 1996 to fall 1997. Asian, White, and Latino students showed the strongest gains in successful completion rates with an approximate gain of 6% across these sub-groups. African American students improved by approximately 3%. Thus while there are some differences between equity categories, nearly all groups showed some improvement in outcome indicators from fall 1996 to fall 1997.

Also while the representation of certain groups dropped somewhat (Asian), the proportion of other groups increased (such as Latinos). There does not appear to have been a dramatic change in racial or gender composition resulting from the implementation of prerequisite skill levels in Biology during fall, 1997.

When examined by college in Appendix II, there appears to be little difference between the colleges and ECC in the number of sections of the respective biology courses each chose to offer during both fall terms under analysis. In general, City and Mesa Colleges tended to have lower enrollment, while Miramar was generally stable for the prerequisite-enforced courses.

Table 3
FALL 1996 Prerequisite Baseline Performance Report
Subject: BIOLOGY 200 TO 235

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	23	1.7%	2.25	13.0%		52.2%	34.8%
ASIAN/PAC ISL	203	15.1%	3.01	10.3%	20.7%	22.2%	46.8%
AFRICAN AMER	133	9.9%	2.27	7.5%	21.1%	33.8%	37.6%
WHITE	560	41.6%	3.16	9.6%	13.4%	21.6%	55.4%
LATINO	122	9.1%	2.43	5.7%	11.5%	34.4%	48.4%
FILIPINO	211	15.7%	2.69	9.0%	15.2%	25.6%	50.2%
OTHER	39	2.9%	2.75	5.1%	20.5%	28.2%	46.2%
UNKNOWN	54	4.0%	3.19	14.8%	11.1%	16.7%	57.4%
GENDER							
FEMALE	878	65.3%	2.89	8.7%	17.2%	25.7%	48.4%
MALE	462	34.3%	2.92	10.2%	11.7%	24.2%	53.9%
NOT REPORTED	5	.4%	2.33	20.0%		20.0%	60.0%
DISABLED							
NO	1314	97.7%	2.91	9.2%	15.3%	25.3%	50.2%
YES	31	2.3%	2.52	9.7%	12.9%	22.6%	54.8%
Total	1345	100.0%	2.90	9.2%	15.2%	25.2%	50.3%

Fall, 1997 Prerequisite Baseline Performance Report
Subject: BIOLOGY 200 TO 235

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	8	.7%	2.25	12.5%	25.0%	12.5%	50.0%
ASIAN/PAC ISL	132	11.7%	2.88	11.4%	11.4%	24.2%	53.0%
AFRICAN AMER	110	9.8%	2.25	10.9%	18.2%	30.0%	40.9%
WHITE	512	45.5%	3.21	9.8%	10.7%	15.8%	63.7%
LATINO	143	12.7%	2.62	8.4%	14.7%	22.4%	54.5%
FILIPINO	134	11.9%	2.81	10.4%	14.2%	28.4%	47.0%
OTHER	36	3.2%	2.65	11.1%	19.4%	25.0%	44.4%
UNKNOWN	50	4.4%	2.97	2.0%	10.0%	30.0%	58.0%
GENDER							
FEMALE	717	63.7%	2.89	11.3%	13.2%	21.5%	54.0%
MALE	403	35.8%	3.05	6.9%	12.2%	20.8%	60.0%
NOT REPORTED	5	.4%	3.50			60.0%	40.0%
DISABLED							
NO	1100	97.8%	2.96	9.3%	12.8%	21.4%	56.5%
YES	25	2.2%	2.30	28.0%	12.0%	24.0%	36.0%
Total	1125	100.0%	2.95	9.7%	12.8%	21.4%	56.1%

Chemistry

Within the chemistry subject area, thirteen courses had mandatory skill prerequisites imposed on students attempting to register. Overall, while there were approximately 670 fewer students in fall 1997 compared to 1996, and slightly more sections were offered in 1997 in comparison to the fall 1996 term. When compared from fall 1996 to fall 1997, the course completion outcomes showed an improvement of approximately 4%. Thus even though overall enrollment was lower, there appears to have been a small trade-off in terms of student success improving from 47% in 1996 to 51% in 1997. Reasons for this improvement are unclear, although it may be that although there are fewer students, they may be better prepared. However it could also be the case that the ability level of the students has not changed markedly, but the advent of smaller class sizes is improving course performance outcomes. For example, more students might be getting additional individual attention. Interestingly the proportion of non-successful grades increased by approximately 3% from 1996 to 1997 while the proportion of drop notations declined by approximately 5%. Average GPA between the two terms showed no improvement. Inspection of the tables in Appendix II that show data for the individual colleges suggests that the same general pattern as

found in the districtwide analysis. Generally with some minor exceptions, the same number of sections of a course was offered, however, enrollment declined somewhat.

Equity Categories

There was some shifting in the proportion of different student ethnic sub-groups in the chemistry courses included in this study. As was observed in the analysis of biology course outcomes, the proportion of Asian students declined, while the proportion of White and Latino students increased. African Americans represented about the same proportion in both terms. Whites showed about a 5% increase while Latinos and Filipinos as a proportion of the total increased by about 2%. The proportion of males and females changed little over the one year period with males representing approximately 54% of enrollees in 1996 and dropping slightly by one percent one year later. Students with disabilities comprised less than 2% of the population of students in these chemistry courses for both terms under analysis.

Course completion showed a general improvement for Filipino, White, and Other students while declining for Asian students by approximately 3%. The success rates for students not stating their ethnicity was approximately 57% in 1997 compared to 47% in 1996. This was perhaps the most marked improvement. Students identified as Other had the lowest completion rates in fall 1997 (approximately 33%). The course completion rates improved for males by about 6% while for females the rate remained nearly unchanged.

Although the average GPA for both terms was 2.96, certain groups demonstrated improvement. For example, the mean GPA of African American students increased from 2.6 in fall 1996 to 2.9 in fall 1997. The GPA of Filipino and Other student categories dropped slightly while for White and Latino students GPA changed minimally. There appears to be little disproportionate impact in this subject area, although the proportion of Asian students did drop by approximately 9% while their average GPA remained unchanged. This may merit additional examination and monitoring by chemistry area faculty and administrators, particularly at Mesa College.

Table 4

FALL 1996 Prerequisite Baseline Performance Report
Subject: CHEMISTRY 130 TO 251

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	45	1.9%	3.25	13.3%	15.6%	26.7%	44.4%
ASIAN/PAC ISL	716	29.7%	2.99	10.8%	23.7%	16.2%	49.3%
AFRICAN AMER	122	5.1%	2.55	8.2%	18.9%	34.4%	38.5%
WHITE	933	38.7%	3.13	8.4%	22.8%	20.6%	48.2%
LATINO	222	9.2%	2.55	9.0%	16.2%	33.3%	41.4%
FILIPINO	224	9.3%	2.83	4.9%	16.1%	28.1%	50.9%
OTHER	87	3.6%	2.84	6.9%	18.4%	34.5%	40.2%
UNKNOWN	64	2.7%	2.97	7.8%	18.8%	26.6%	46.9%
GENDER							
FEMALE	1109	46.0%	3.06	8.9%	22.0%	20.5%	48.6%
MALE	1293	53.6%	2.89	8.6%	20.8%	24.4%	46.2%
NOT REPORTED	11	.5%	2.50	27.3%		36.4%	36.4%
DISABLED							
NO	2366	98.1%	2.96	8.7%	21.2%	22.7%	47.4%
YES	47	1.9%	3.11	14.9%	23.4%	21.3%	40.4%
Total	2413	100.0%	2.96	8.8%	21.3%	22.6%	47.3%

Fall, 1997 Prerequisite Baseline Performance Report
Subject: CHEMISTRY 130 TO 251

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	20	1.1%	2.63	10.0%	15.0%	35.0%	40.0%
ASIAN/PAC ISL	360	20.5%	2.98	6.9%	20.3%	27.2%	45.6%
AFRICAN AMER	99	5.6%	2.90	6.1%	17.2%	37.4%	39.4%
WHITE	776	44.2%	3.11	8.0%	14.4%	20.0%	57.6%
LATINO	191	10.9%	2.66	7.3%	15.7%	34.0%	42.9%
FILIPINO	186	10.6%	2.66	4.8%	14.5%	25.8%	54.8%
OTHER	45	2.6%	1.90	11.1%	17.8%	37.8%	33.3%
UNKNOWN	79	4.5%	3.26	5.1%	19.0%	19.0%	57.0%
FEMALE	828	47.2%	2.95	7.7%	16.4%	26.0%	49.9%
MALE	923	52.6%	2.96	6.8%	16.0%	24.5%	52.7%
NOT REPORTED	5	.3%	3.00		20.0%	20.0%	60.0%
DISABLED							
NO	1736	98.9%	2.96	7.3%	16.1%	24.7%	51.8%
YES	20	1.1%	3.00		25.0%	65.0%	10.0%
Total	1756	100.0%	2.96	7.2%	16.2%	25.2%	51.4%

Engineering

Within the subject area of Engineering, six courses (Engineering 115, 151, 200, 210, 250, and 260) had mandatory skill levels imposed for registration. As has been the general trend in other subject areas included in this study, there were approximately 60 fewer students in the post-prerequisite implementation term of fall 1997 compared with fall 1996. A review of the number of sections offered suggests that the approximately the same number of affected sections were offered in both the baseline (fall 1996) and experimental term (fall 1997). However, as has also been the general trend (with some exceptions), the lower enrollment has been coupled with improvements in the course outcome indicators of mean GPA and successful course completion.

Equity Categories

With the exception of White and Filipinos, all groups maintained their approximate relative representation in these engineering courses. The proportion of White students declined by approximately 5% and Filipinos increased by about 4% in 1997. Reflected in the performance data is the overall improvement in GPA from 2.8 in 1996 to 3.4 in 1997. This may be an example of the effects of higher selectivity on course outcomes or smaller class sizes. Nearly all groups improved their course completion rates with the exception of those not stating their ethnicity. An example of the tradeoff between lowered enrollments and improved course outcomes may be seen in the example of African American students in these selected engineering courses. In 1996, black students were approximately 10% of the student population in these upper level engineering courses. In 1997, their proportion dropped to 7% (11 students). However the success rates of the relative few who were admitted improved markedly from a completion rate of approximately 10% to over 72%. This improvement, while appearing to be dramatic must be tempered with the observation that in 1997 there were too few African American students in these upper level engineering courses for this observation to be reliable. All groups, while smaller in absolute numbers, showed improvement as the overall course completion rate improved from approximately 38% in

1996 to almost 54% in 1997. While the number of grades issued to female students dropped by about one-half, the success rates of females improved by approximately 15%. The success rate of male students also improved by about the same amount.

The implementation of prerequisite skill levels in these courses seems to show the general pattern of lowered enrollments in these courses with the same number of sections, but improved course outcomes. This may be an example of enforced selectivity affecting the incoming aptitude profile of students. There may be fewer students, but those that do meet the entry standards are performing better as a group than the previous year. This should not be surprising. Astin (1991) noted that in his longitudinal studies of student performance that entry characteristics are the strongest predictors of college student success. Or it could be the case that smaller class sizes are enabling faculty to provide more individual attention to students. Inspection of the comparison tables in Appendix II by course number for each SDCCD college suggests a similar pattern of section stability with enrollment declines.

Table 5

FALL 1996 Prerequisite Baseline Performance Report
Subject:ENGINEERING 115 151 200 210 250 260

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
ASIAN/PAC ISL	46	20.7%	2.65	8.7%	21.7%	28.3%	41.3%
AFRICAN AMER	21	9.5%	1.00	19.0%	19.0%	52.4%	9.5%
WHITE	87	39.2%	2.95	8.0%	18.4%	31.0%	42.5%
LATINO	36	16.2%	2.67		11.1%	58.3%	30.6%
FILIPINO	8	3.6%	2.00	12.5%		50.0%	37.5%
OTHER	13	5.9%	2.57		23.1%	30.8%	46.2%
UNKNOWN	11	5.0%	3.67		27.3%	18.2%	54.5%
GENDER							
FEMALE	46	20.7%	2.52	10.9%	21.7%	30.4%	37.0%
MALE	173	77.9%	2.82	6.4%	16.2%	38.7%	38.7%
NOT REPORTED	3	1.4%	.		66.7%	33.3%	
DISABLED							
NO	216	97.3%	2.74	7.4%	17.6%	37.0%	38.0%
YES	6	2.7%	3.50		33.3%	33.3%	33.3%
Total	222	100.0%	2.76	7.2%	18.0%	36.9%	37.8%

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Table 5 (continued)

Fall, 1997 Prerequisite Baseline Performance Report
Subject:ENGINEERING 115 151 200 210 250 260

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	4	2.5%	3.67			25.0%	75.0%
ASIAN/PAC ISL	34	21.7%	3.18	2.9%	11.8%	29.4%	55.9%
AFRICAN AMER	11	7.0%	3.63		9.1%	18.2%	72.7%
WHITE	54	34.4%	3.48	9.3%	13.0%	22.2%	55.6%
LATINO	28	17.8%	3.25	3.6%	28.6%	21.4%	46.4%
FILIPINO	12	7.6%	3.20	16.7%	33.3%	16.7%	33.3%
OTHER	7	4.5%	3.50			42.9%	57.1%
UNKNOWN	7	4.5%	3.67		14.3%	42.9%	42.9%
GENDER							
FEMALE	23	14.6%	3.55	8.7%	13.0%	26.1%	52.2%
MALE	132	84.1%	3.35	5.3%	16.7%	25.0%	53.0%
NOT REPORTED	2	1.3%	3.50				100.0%
DISABLED							
NO	155	98.7%	3.38	5.2%	15.5%	25.2%	54.2%
YES	2	1.3%	.	50.0%	50.0%		
Total	157	100.0%	3.38	5.7%	15.9%	24.8%	53.5%

English

Comparative data for the two terms for English suggest a generally consistent pattern of enrollment and course outcomes. As in the other disciplines reviewed in this report, there has been a decline in enrollment between the two terms. However unlike the disciplines reviewed until this point in the report, the success rates overall appear to have changed little. Of all the disciplines reviewed, the English departments implemented the most extensive amount of mandatory skill level prerequisites. As a result of the implementation of mandatory placement on the basis of assessment and prior course completion, English and administrative department leaders attempted to plan for what was foreseen as greater need for lower level courses and a diminished need for upper level courses as access to English courses was carefully restricted. For example there were more English 7, 8, 9, 10, and 51, sections offered in fall 1997 than in fall 1996. Also there were fewer sections of English 101, 105, 205 and 208 in the experimental term (fall 1997) than in the control term (fall 1996). Inspection of the distribution of courses and sections by college in Appendix II confirms this general trend found districtwide. However, although

planners correctly (in general) anticipated growth in the lower level sections and expanded the number of sections to meet this growth, it does not appear that the expansion of lower level sections compensated completely for the drop in enrollment found in the upper level courses of 101, 105, and 205. Courses numbered above 205 generally had the same number of sections offered in both terms at the colleges, although enrollment as a rule tended to be lower.

It should be noted however, that overall enrollment has not increased in the last several terms, thus it is difficult to attribute these changes solely to the implementation of mandatory prerequisite skill levels.

Success rates between the two terms showed little change. The mean GPA in fall 1996 was 2.5 while in fall 1997 it was 2.4. the proportion of unsuccessful grades was approximately 32% in 1996, while in 1997 it was approximately 35%. There was a small decline in the drop rate. The overall success rate was approximately 42% for both terms.

Equity Categories

The proportion from various ethnic, gender, and disability sub-groupings remained stable across the two terms. In fall 1997, among the ethnic groups there was slight decline in mean GPA for African American, Latino and Asian students while the GPA for White students remained approximately 2.7. The drop rate was lower in the 1997 term for nearly all student groupings including Asian, African American, White, Latino, and Filipino students. Males and females both showed decreasing drop rates from the prior term. When viewed across the two terms for equity categories, the data appear remarkably stable. Any disparities that existed before the implementation of prerequisites in terms of course completion rates do not appear to have been dramatically affected by this policy shift toward mandatory skill level enforcement at registration.

When analyzed by course levels, it appears that the performance and enrollment differences between the two terms have changed little. For example the number of sections of English 7 expanded from 7 to 9, and the number of students increased from approximately 181 in fall 1996 to 213 in fall 1997. However the successful course completion rate for the two terms was 53% in 1996 and 50% in 1997. For

English 8, the number of sections increased by three from fall 1996 (from 10 to 13) and enrollment increased by approximately 30 students. The success rate for English 8 was about 50% in 1996 and approximately 55% in 1997. For English 10, the highest level ESL course, enrollment grew while success declined from 52% to approximately 37%.

In English 51 the number of sections and enrollees increased while the proportion of successful grades remained relatively stable. The ethnic and gender composition of English 51 changed little as a result of mandatory skill level enforcement. Similar results were found for English 56, although in this case the number of sections and enrollment declined somewhat while success rates, ethnic, and gender composition remained generally unchanged.

For transfer level English courses the trends were mixed. In English 101 the number of sections was reduced from 116 in 1996 to 104 in 1997. Comparing success rates over these two terms suggests little difference. The proportion of successful grades awarded in English 101 was approximately 43% in 1996, while in 1997 the proportion increased to approximately 45%. English 105 showed a similar pattern across both the treatment and control terms with a small increase in the proportion of non-successful grades and a decline in the proportion of students dropping the course. English 205 also had fewer sections and fewer students while the success rates remained stable across the two terms. Examination of the enrollment trends and number of sections offered at each college indicates a similar pattern of course offerings and enrollment across the three colleges (Appendix II).

When examined by equity categories within course level, there have been some shifts in the representation of certain groupings. For example, there is a somewhat larger proportion of White students and a smaller proportion of Asian students in English 101. This may be due to stricter enforcement of ESL placement rules and course sequencing resulting in fewer non-native English speakers enrolling in English 101. Although African American students declined slightly as a proportion of students in English 101, the proportion of Latino students increased somewhat, although the differences are not large. In the lower level ESL courses such as English 7, the proportion of Latinos students decreased while the proportion of White and African American students increased slightly. There was little shift in the ethnic composition of

students in English 51 or 56 in the 1997 term compared with the 1996 term. The ratio of males to females did not change in response to enforced prerequisites in these two courses.

The impact of prerequisite skill levels on the success rates of English students appears to have been minimal. Although there has been an increase (as expected) in the number of lower level students, this has been coupled with a shifting of instructional effort from upper level courses to these lower level courses. This is evidenced by fewer sections and smaller enrollments in the transfer level English courses.

There have been some shifts in the ethnic composition of English 101 level courses with the largest change found in the smaller proportion of Asian students. As mentioned earlier, this may be due to stricter monitoring and placement into the ESL course sequence. For courses numbered at 205 and above there appears to have been little change with the exception of some enrollment declines with the number of sections held constant. Again it is difficult to determine the exact reasons for these observed declines due to a general decrease in college enrollment over the last few terms. But it does appear that at least initially, mandatory course sequencing is achieving the goal of directing more students into lower level courses and away from transfer level courses. It is hoped that as students move through the curricular sequence that they will begin to repopulate the transfer level courses with greater preparation in the foundations of writing than previously.

The importance of student success in English courses is of particular interest to academic leaders in the SDCCD. Competence in the skills taught in these courses are increasingly mandated throughout the college curriculum. Success in writing and composition courses are essential to success in other courses, and as found by the Research office in a recent transfer study, an important component in student preparation for transfer. Success rates in English courses may be viewed as harbingers for success in the college. As more students master the essential reading and writing skills necessary for college course success, it is hoped that improved outcomes will result throughout the college curriculum.

Table 5

FALL 1996 Prerequisite Baseline Performance Report
Subject: ENGLISH

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	177	1.4%	2.53	9.6%	16.9%	34.5%	39.0%
ASIAN/PAC ISL	2319	18.2%	2.43	9.7%	20.9%	26.6%	42.8%
AFRICAN AMER	1687	13.3%	2.26	11.4%	16.5%	37.3%	34.7%
WHITE	4447	35.0%	2.72	8.0%	16.1%	29.2%	46.7%
LATINO	2366	18.6%	2.27	7.8%	14.1%	37.4%	40.7%
FILIPINO	885	7.0%	2.28	7.5%	18.6%	33.7%	40.2%
OTHER	389	3.1%	2.26	7.2%	15.7%	37.0%	40.1%
UNKNOWN	451	3.5%	2.71	6.2%	15.1%	30.2%	48.6%
GENDER							
FEMALE	6847	53.8%	2.55	9.2%	17.5%	29.9%	43.4%
MALE	5825	45.8%	2.41	7.9%	16.0%	34.4%	41.7%
NOT REPORTED	49	.4%	2.17	2.0%	14.3%	38.8%	44.9%
DISABLED							
NO	12345	97.0%	2.48	8.4%	16.9%	32.0%	42.7%
YES	376	3.0%	2.38	16.0%	13.0%	31.9%	39.1%
Total	12721	100.0%	2.48	8.6%	16.8%	32.0%	42.6%

FALL, 1997 Prerequisite Baseline Performance Report
Subject: ENGLISH

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	138	1.2%	2.35	10.9%	15.2%	32.6%	41.3%
ASIAN/PAC ISL	1979	17.3%	2.33	9.6%	16.7%	32.2%	41.5%
AFRICAN AMER	1332	11.7%	2.14	11.1%	14.0%	40.7%	34.2%
WHITE	4101	35.9%	2.70	8.5%	13.3%	30.0%	48.2%
LATINO	2187	19.2%	2.11	7.5%	13.4%	42.1%	37.0%
FILIPINO	802	7.0%	2.26	8.1%	16.5%	38.2%	37.3%
OTHER	377	3.3%	2.33	9.0%	16.2%	34.0%	40.8%
UNKNOWN	494	4.3%	2.59	6.5%	15.0%	32.0%	46.6%
GENDER							
FEMALE	6190	54.3%	2.50	9.6%	14.9%	31.9%	43.6%
MALE	5177	45.4%	2.31	7.7%	13.8%	38.3%	40.2%
NOT REPORTED	43	.4%	2.39	4.7%	11.6%	32.6%	51.2%
DISABLED							
NO	11075	97.1%	2.42	8.6%	14.4%	34.8%	42.3%
YES	335	2.9%	2.26	14.6%	13.7%	35.5%	36.1%
Total	11410	100.0%	2.42	8.7%	14.4%	34.8%	42.1%

French

Unlike many other disciplines reviewed in this investigation, French courses that implemented skill level prerequisites demonstrated both higher enrollments and improved course outcomes. There was an increase of approximately two sections of French 102 in the 1997 term compared with the 1996 term. City and Mesa College each increased the number of sections offered by one, respectively. Enrollment for French 102 however remained virtually unchanged. Interestingly although the number of sections of French 201 was the same in both terms, the number of students enrolling increased in 1997 by approximately 20. This suggests improved productivity in these courses and an increasing interest in learning French at a more advanced level. In summary, mandatory prerequisites did not seem to negatively affect enrollment in these courses.

Improvement in course outcomes is suggested by a change in the proportion of successful grades earned by students in 1997 compared to 1996. Approximately 64% of grades awarded in 1997 were successful compared with approximately 60% in 1996. There was some small variation when examined by college campus as shown in Appendix II. There was also a small decrease in the proportion of students dropping these courses or never attending. The proportion of unsuccessful grades also went up by approximately 2% from 1996 to 1997. However given the relatively small numbers, this change appears to be of minimal practical significance.

Equity Categories

When examined by equity category, these courses also showed increases in the proportion of African American, and Latino students. Enrollment of Asian students declined somewhat, while enrollment of White students was generally unchanged. There was a smaller proportion of males enrolled in these levels of French courses in 1997 compared with 1996. The proportion of females increased from approximately 57% in 1996 to over 61% in 1997. The success rates of certain student sub-groups suggest an improvement over the two terms under study. For example, Latino students increased both in numbers and in success rates. The average GPA of Latino students in 1996 was 2.8, while in 1997 the average GPA

improved to 3.0. The success rate for Latino students went from approximately 56% to almost 65%. African American students improved from a 25% success rate in 1996, to a 35% success rate in 1997. However because there are relatively few black students in this analysis, these results should be interpreted with some caution. Both males and females improved their success rates and average GPA. There were two few students with disabilities to enable a reliable comparison over the two terms. In general, the implementation of mandatory skill prerequisites does not appear to have negatively affected student outcomes nor student representation in these courses. The only exceptions appear to be a slight decline in Asian students and male students.

Table 6

FALL 1996 Prerequisite Baseline Performance Report
Subject: FRENCH

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	5	3.1%	2.00			60.0%	40.0%
ASIAN/PAC ISL	35	22.0%	3.34	8.6%	5.7%	5.7%	80.0%
AFRICAN AMER	8	5.0%	1.67	12.5%	25.0%	37.5%	25.0%
WHITE	66	41.5%	3.26	9.1%	16.7%	18.2%	56.1%
LATINO	18	11.3%	2.83		16.7%	27.8%	55.6%
FILIPINO	7	4.4%	4.00			28.6%	71.4%
OTHER	8	5.0%	2.00	25.0%	25.0%	25.0%	25.0%
UNKNOWN	12	7.5%	3.33	8.3%	8.3%	8.3%	75.0%
GENDER							
FEMALE	90	56.6%	3.18	12.2%	11.1%	16.7%	60.0%
MALE	69	43.4%	3.15	2.9%	15.9%	21.7%	59.4%
DISABLED							
NO	156	98.1%	3.16	8.3%	12.8%	18.6%	60.3%
YES	3	1.9%	4.00		33.3%	33.3%	33.3%
Total	159	100.0%	3.17	8.2%	13.2%	18.9%	59.7%

Table 6 (continued)

Fall, 1997 Prerequisite Baseline Performance Report
Subject: FRENCH

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	1	.5%	.			100.0%	
ASIAN/PAC ISL	33	17.3%	3.43		18.2%	9.1%	72.7%
AFRICAN AMER	20	10.5%	3.57	10.0%	15.0%	40.0%	35.0%
WHITE	81	42.4%	3.42	6.2%	4.9%	22.2%	66.7%
LATINO	31	16.2%	3.05		16.1%	19.4%	64.5%
FILIPINO	6	3.1%	2.50			50.0%	50.0%
OTHER	4	2.1%	2.50		25.0%		75.0%
UNKNOWN	15	7.9%	3.80	6.7%	6.7%	13.3%	73.3%
GENDER							
FEMALE	117	61.3%	3.36	4.3%	6.8%	20.5%	68.4%
MALE	72	37.7%	3.34	4.2%	15.3%	23.6%	56.9%
NOT REPORTED	2	1.0%	4.00		50.0%		50.0%
DISABLED							
NO	189	'99.0%	3.35	4.2%	10.6%	21.7%	63.5%
YES	2	1.0%	4.00				100.0%
Total	191	100.0%	3.36	4.2%	10.5%	21.5%	63.9%

German

Enrollment in the two courses in German that had enforced skill level prerequisites showed a small decrease from fall 1996 to fall 1997. There were four sections of these German courses offered in both terms (two German 102 and two German 201). Although inferences about the potential impact of course prerequisites in German are limited due to relatively small sample sizes, there are still some trends of note. Overall the proportion of students dropping the courses fell from 13% in 1996 to approximately 8% in 1997. With the exception of average GPA, success indicators showed a decline from 1996 to 1997. For example, in 1996 the proportion of successful grades was approximately 69% while in 1997 the proportion decreased to approximately 62%. There were little practical differences when examined by college as shown in Appendix II. The only possible exception might the change in success rates for German 102 at City College which improved by about 28%. No one earned an unsuccessful grade in this course at City College in fall, 1997.

Equity Categories

Analysis of disparate impact of prerequisite enforcement is difficult because of the very small cell sizes for some of the equity sub-groups. Enrollment in German courses is comprised of approximately two-thirds White students across both terms, with the proportion of White students increasing in 1997. In 1997 these courses achieved equity between men and women in terms of representation, however women earned a higher average GPA than men.

In summary, it does not appear that the implementation of mandatory skill level prerequisites improved outcomes in the German courses included in this study. This may be due to very few students in past years attempting courses for which they had little or no preparation. Upper level language courses do not appear to be courses that many students will attempt to challenge without the background skills. Therefore given the relatively small numbers reflected here it is difficult to know if we are seeing the impact of prerequisites on the outcomes and enrollment of students, or whether the changes are normal variation from term to term. As with other courses requiring specials skills and relatively high difficulty, area faculty may want to consider whether such mandatory skill prerequisites are necessary.

Table 7
FALL 1996 Prerequisite Baseline Performance Report
Subject:GERMAN

	Total	Percent	Mean GPA	Dropped Course	W D F	Course Completed
ETHNIC						
ASIAN/PAC ISL	6	9.8%	3.00	16.7%	16.7%	66.7%
AFRICAN AMER	4	6.6%	3.33			100.0%
WHITE	39	63.9%	3.08	17.9%	17.9%	64.1%
LATINO	4	6.6%	2.00		25.0%	75.0%
FILIPINO	2	3.3%	2.50			100.0%
UNKNOWN	6	9.8%	3.00		33.3%	66.7%
GENDER						
FEMALE	23	37.7%	2.71	21.7%	17.4%	60.9%
MALE	38	62.3%	3.07	7.9%	18.4%	73.7%
DISABLED						
NO	58	95.1%	2.95	12.1%	19.0%	69.0%
YES	3	4.9%	3.00	33.3%		66.7%
Total	61	100.0%	2.95	13.1%	18.0%	68.9%

Table 7 (continued)
Fall, 1997 Prerequisite Baseline Performance Report
Subject:GERMAN

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	1	1.9%	.			100.0%	
ASIAN/PAC ISL	2	3.8%	.				100.0%
AFRICAN AMER	1	1.9%	2.00				100.0%
WHITE	37	71.2%	3.32		10.8%	27.0%	62.2%
LATINO	5	9.6%	3.00				100.0%
FILIPINO	1	1.9%	.			100.0%	
UNKNOWN	5	9.6%	.	20.0%		60.0%	20.0%
GENDER							
FEMALE	26	50.0%	3.47		7.7%	30.8%	61.5%
MALE	26	50.0%	2.92	3.8%	7.7%	26.9%	61.5%
DISABLED							
NO	51	98.1%	3.22	2.0%	7.8%	29.4%	60.8%
YES	1	1.9%	3.00				100.0%
Total	52	100.0%	3.21	1.9%	7.7%	28.8%	61.5%

Italian

Only Italian 102 was offered in both 1996 and 1997. There were two sections in 1996 and one in 1997 offered at Mesa College. The small numbers available for analysis greatly limits the reliability of any inferences made about the potential impact of prerequisites in this discipline. The most noticeable change from 1996 to 1997 was that there were no students in 1997 (for the one class that was offered) that either dropped or never attended the class. The course completion rate for the course was approximately 88% in 1997. This was approximately a 30% increase over the prior year.

Equity Categories

Analysis by equity categories is not useful in this instance because of the very limited number of students available for analysis. There is little variation among the groups due to the overall high success rates of the Italian 102 course.

Table 8
FALL 1996 Prerequisite Baseline Performance Report
Subject: ITALIAN

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	1	3.6%	3.00				100.0%
ASIAN/PAC ISL	2	7.1%	4.00			50.0%	50.0%
AFRICAN AMER	1	3.6%	3.00				100.0%
WHITE	16	57.1%	3.56	25.0%	6.3%	6.3%	62.5%
LATINO	3	10.7%	4.00	33.3%		33.3%	33.3%
FILIPINO	1	3.6%	.			100.0%	
OTHER	2	7.1%	.	50.0%		50.0%	
UNKNOWN	2	7.1%	3.50				100.0%
GENDER							
FEMALE	18	64.3%	3.30	22.2%		16.7%	61.1%
MALE	10	35.7%	4.00	20.0%	10.0%	20.0%	50.0%
DISABLED							
NO	27	96.4%	3.50	22.2%	3.7%	18.5%	55.6%
YES	1	3.6%	4.00				100.0%
Total	28	100.0%	3.53	21.4%	3.6%	17.9%	57.1%

Table 8 (continued)
Fall, 1997 Prerequisite Baseline Performance Report
Subject: ITALIAN

	Total	Percent	Mean GPA	W D F	Course Completed
ETHNIC					
ASIAN/PAC ISL	2	8.3%	4.00	50.0%	50.0%
WHITE	13	54.2%	3.45	15.4%	84.6%
LATINO	7	29.2%	3.17		100.0%
UNKNOWN	2	8.3%	4.00		100.0%
GENDER					
FEMALE	10	41.7%	3.67		100.0%
MALE	14	58.3%	3.27	21.4%	78.6%
DISABLED					
NO	24	100.0%	3.45	12.5%	87.5%
Total	24	100.0%	3.45	12.5%	87.5%

Mathematics

As was found in the science and engineering courses, enrollment in mathematics courses with mandatory skill level prerequisites declined by approximately 8% from 1996 to 1997. Course outcome performance as measured by average GPA and successful course grades did improve over this same period. In general, the number of sections of each level of mathematics was consistent over the two semester time period. For certain courses such as Mathematics 104, 119, 122, and 150, the number of sections increased by one or two in 1997 compared with 1996. As might be expected, in general, the upper level mathematics courses showed the largest enrollment declines. Courses such as Mathematics 141, 121, and 252 had declining enrollments even while the number of sections remained constant. However, Mathematics 104 and 151 had stable or increasing enrollments while maintaining approximately the same number of sections.

The tables in Appendix II enable comparison of course enrollment and number of sections for each college campus. In general, the number of sections offered by each college remained consistent across the two terms. Success rates changed little at any of the colleges. This was probably due to the advanced nature of the mathematics courses with enforced prerequisites.

Within each level, there were some notable improvements in success rates. For example the proportion of successful grades awarded in Mathematics 119 increased from approximately 41% in 1996 to just over 49% in 1997. The proportion of successful grades in Mathematics 121 increased from approximately 44% in 1996 to almost 54% in 1997. There was an approximate 14% percent increase in the proportion of successful grades awarded in 1997 compared to 1996 for Mathematics 141. For other courses the gains were more modest. For example in Mathematics 151, approximately 47% of the grades awarded were successful grades in 1996. In 1997 that proportion improved by about 2% to 49%. As with other courses there was a decline in the number of drop notations appearing on the student records. In mathematics there appears to have been a general improvement in student outcomes coupled with a decline in enrollment for these courses.

For some courses the improvement in student outcomes was less obvious. When analyzed by course level it appears that at least for the upper levels of mathematics courses there has not been a noticeable improvement in success rates. For example in Mathematics 151, 245, and 252, there has been negligible change in the proportion of successful grades. This may be due to what many faculty teaching upper level mathematics courses had long observed, and confirmed in validation analyses conducted by the Research office; that students enrolling in more demanding mathematics courses do an adequate job of self-selection for enrollment. That is, few students attempt a course in Differential Equations without the background or personal attributes and motivation necessary to successfully challenge this course. As with upper level science and language courses, the evidence presented here and observed in prior studies conducted by the Research office does not suggest that mandatory prerequisites in these more challenging and demanding courses affect student outcomes dramatically, if at all.

Equity Categories

Inspection of the table 9 below suggests little change between the two comparison terms in the racial, gender, and disability composition of the student population. In fact there appears to be a remarkable consistency over these two terms such that it does not appear that the enforcement of prerequisites for these upper level

mathematics courses has had any disparate impact on a particular equity category. When student outcomes across equity categories are compared, the data suggest improvement for nearly every subgroup. For example, African American students earned approximately 31% successful grades in 1996, while in 1997 their proportion of successful grades improved to 35%. In 1996, the proportion of successful grades earned by Asian students was approximately 45% while in 1997 this improved to just over 52%. In short, every group except White students showed an improvement in successful grades earned. These improvements generally accrued to the lower level courses.

The improved success of minority students and women after prerequisite implementation can also be evidenced by improvements in average GPA of these groups. The average GPA for African American students improved from 1.87 in 1996 to 2.36 in 1997. Latino students also showed an improvement in GPA from 2.12 in 1996 to 2.66 in 1997. This appears to be statistically significant given the relatively large sample size. Women improved their rate of course completion over the two terms by approximately 4%. Students with disabilities, while comprising approximately 1% of the group included in this analysis did not show improvement over the two terms. The proportion of successful grades earned by students with disabilities dropped from approximately 37% to approximately 33%.

In summary, the impact of prerequisite skill levels in mathematics appears to follow the trend found in the science courses. There has been a trade-off in enrollment for improved student outcomes. There has been a slight decline in the number of students dropping and a decrease in the proportion of unsuccessful grades. Nearly all student equity categories showed improvement over the two comparison terms; the prerequisites do not appear to have affected any subgroup in a disparate manner. Success rates for nearly all equity categories with the exception of students with disabilities also showed improvements. It may be the case in the years ahead that as more students complete the lower level requirements, that enrollment in these upper level mathematics courses will rebound to the era before mandatory prerequisites.

Table 9
FALL 1996 Prerequisite Baseline Performance Report
Subject: MATHEMATICS

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	62	1.0%	2.92	9.7%	12.9%	40.3%	37.1%
ASIAN/PAC ISL	1419	23.4%	2.85	8.7%	16.8%	29.3%	45.2%
AFRICAN AMER	431	7.1%	1.87	8.1%	16.5%	44.5%	30.9%
WHITE	2487	41.0%	2.72	7.6%	14.4%	31.4%	46.7%
LATINO	729	12.0%	2.12	7.4%	15.2%	43.9%	33.5%
FILIPINO	505	8.3%	2.52	7.1%	15.4%	34.5%	43.0%
OTHER	182	3.0%	2.34	9.9%	18.1%	35.2%	36.8%
UNKNOWN	254	4.2%	2.99	5.9%	15.7%	30.3%	48.0%
GENDER							
FEMALE	2612	43.0%	2.70	9.3%	17.1%	29.5%	44.1%
MALE	3435	56.6%	2.55	6.7%	14.1%	37.0%	42.2%
NOT REPORTED	22	.4%	2.56	9.1%	22.7%	27.3%	40.9%
DISABLED							
NO	5972	98.4%	2.62	7.8%	15.4%	33.7%	43.1%
YES	97	1.6%	2.41	10.3%	14.4%	38.1%	37.1%
Total	6069	100.0%	2.62	7.8%	15.4%	33.7%	43.0%

Fall, 1997 Prerequisite Baseline Performance Report
Subject: MATHEMATICS

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	51	.9%	2.54	2.0%	11.8%	43.1%	43.1%
ASIAN/PAC ISL	1354	24.2%	2.89	9.8%	14.1%	23.6%	52.5%
AFRICAN AMER	343	6.1%	2.36	12.2%	14.0%	38.5%	35.3%
WHITE	2270	40.5%	2.82	7.0%	14.3%	30.5%	48.1%
LATINO	648	11.6%	2.66	6.9%	13.0%	36.1%	44.0%
FILIPINO	511	9.1%	2.53	8.0%	11.9%	36.8%	43.2%
OTHER	157	2.8%	2.49	7.6%	12.7%	29.3%	50.3%
UNKNOWN	267	4.8%	2.76	4.9%	10.1%	30.7%	54.3%
FEMALE	2435	43.5%	2.77	8.7%	15.1%	28.7%	47.5%
MALE	3142	56.1%	2.75	7.4%	12.4%	32.0%	48.2%
NOT REPORTED	24	.4%	2.00	8.3%	16.7%	45.8%	29.2%
DISABLED							
NO	5521	98.6%	2.76	7.8%	13.6%	30.5%	48.0%
YES	80	1.4%	2.24	17.5%	11.3%	38.8%	32.5%
Total	5601	100.0%	2.76	8.0%	13.6%	30.6%	47.8%

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Philosophy

Analysis of the impact of mandatory course or skill level prerequisites is confounded for philosophy because of the relatively small number of students. Analysis by the Research office shows that there were two sections of Philosophy 205 offered in 1996 and three sections in 1997. All sections were offered by San Diego City College. Comparison between the two terms shows that the same number of students enrolled both terms. Observations of the impact of prerequisites will be limited only to overall completion and success rates for the entire group of 35 students. The most noticeable difference between the two terms is the lower drop rate observed in the 1997 term. The drop or never attended rate declined from approximately 51% in 1996 to approximately 6% in 1997. It may be the case that one section of Philosophy 205 was closed in fall 1996 and the students from that class were moved into another section. Students may have been given a drop notation after the section was closed.

The proportion of successful grades improved substantially between 1996 and 1997. Of the 35 students in the three sections in 1997, twenty three students earned successful grades compared to seven students in 1996. The proportion however of non-successful grades showed little difference between the two terms.

Equity Categories

There was little change in the ethnic or gender composition between the two terms. There were no students with disabilities enrolled in 1997 in any of the three sections of Philosophy 205. In summary, it is difficult to note the impact of prerequisites on student equity because of the small numbers of students found in these courses for the two comparison terms.

Table 10
FALL 1996 Prerequisite Baseline Performance Report
Subject: PHILOSOPHY

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	1	2.9%	2.00				100.0%
ASIAN/PAC ISL	3	8.6%	3.00	33.3%		33.3%	33.3%
AFRICAN AMER	5	14.3%	.00	80.0%		20.0%	
WHITE	11	31.4%	4.00	45.5%	9.1%	27.3%	18.2%
LATINO	11	31.4%	2.00	45.5%	9.1%	36.4%	9.1%
OTHER	3	8.6%	3.00			33.3%	66.7%
UNKNOWN	1	2.9%	.		100.0%		
GENDER							
FEMALE	15	42.9%	2.67	46.7%		40.0%	13.3%
MALE	20	57.1%	2.60	40.0%	15.0%	20.0%	25.0%
DISABLED							
NO	31	88.6%	2.43	38.7%	9.7%	32.3%	19.4%
YES	4	11.4%	4.00	75.0%			25.0%
Total	35	100.0%	2.63	42.9%	8.6%	28.6%	20.0%

Fall, 1997 Prerequisite Baseline Performance Report
Subject: PHILOSOPHY

	Total	Percent	Mean GPA	Dropped Course	W D F	Course Completed
ETHNIC						
AFRICAN AMER	11	31.4%	2.75	9.1%	27.3%	63.6%
WHITE	10	28.6%	3.43		20.0%	80.0%
LATINO	11	31.4%	2.75		27.3%	72.7%
OTHER	1	2.9%	3.00			100.0%
UNKNOWN	2	5.7%	.	50.0%	50.0%	
GENDER						
FEMALE	18	51.4%	2.83	11.1%	22.2%	66.7%
MALE	17	48.6%	3.08		29.4%	70.6%
DISABLED						
NO	35	100.0%	2.96	5.7%	25.7%	68.6%
Total	35	100.0%	2.96	5.7%	25.7%	68.6%

Physics

The enrollment and outcome indicators for physics courses follow the same general pattern as the other science courses that implemented mandatory skill prerequisites in fall 1997. There was a decline in enrollment from 1996 to 1997 from 1026 to 828, approximately the same number of sections of each course, and an increase in the proportion of successful grades from approximately 47% in 1996 to approximately 51% in 1997. The proportion of non-successful course grades changed by about one percent between the two comparison terms. There was also a small decrease in the proportion of students dropping the course early in the term. The average GPA showed little difference between the two comparison terms.

When examined by course level, there some notable differences between the two terms. For example, although Physics 120A had both an enrollment decline and a decrease in successful grades, other courses such as 195C showed improvements in course outcomes. Physics 120A showed the most dramatic enrollment declines from approximately 93 students in 1996 to 40 in 1997. Physics 121A while also showing enrollment declines showed a 25% increase in course outcomes. Thus the overall results of the impact of prerequisites are uneven with the possible exception of a consistent enrollment decline, resulting in smaller class sizes, coupled with somewhat improved success rates that seemed to affect most of the physics courses included in this comparative study. When examined by individual college, the results of prerequisite enforcement appear to follow the general SDCCD pattern.

Equity Categories

Inspection of the proportion of students from the equity categories included in this investigation suggests little change from 1996 to 1997. In general, the percentage differences between racial groups for the two comparison semesters varied by less than two percent. The ratio of women to men did not change over the two comparison terms while the representation of students with disabilities also remain unchanged. Thus there does not appear to any disparate impact of skill level prerequisites in the physics courses included in this analysis.

Comparison of the success rates between the two terms reveals few practical differences. One possible exception to this pattern (although the number is small) is the success rate of African American students. The 40 African American students in 1997 had a success rate of approximately 43%. One year earlier, the 50 African American students had a success rate of less than 20%. Filipino students also showed improvement in the proportion of successful grades they earned. Although both groups declined in absolute numbers, the students who gained access to these upper level physics courses improved their outcomes over the prior year. Asian, White, and Latino students did not demonstrate significant improvement from 1996 to 1997.

As in fall 1996, males comprised approximately two-thirds of the students in these physics courses. In both terms the average GPA for women surpassed that of men. A comparatively greater proportion of women dropped or never attended these courses in 1996 and 1997 compared to males. There were too few students with disabilities to note any disparate impact or reliable differences in course performance outcomes over the two comparison terms.

In summary, the impact of prerequisite skill level enforcement on these selected physics courses coincided with an enrollment decline and a modest improvement in overall success rates. There were some improvements for certain student sub-groupings, but in general student representation and success among equity categories remained the same. There does not seem to be a disparate impact of prerequisite enforcement in these courses on any particular equity category.

Table 11

FALL 1996 Prerequisite Baseline Performance Report
Subject:PHYSICS

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	3	.3%	2.00			66.7%	33.3%
ASIAN/PAC ISL	353	34.4%	3.07	12.2%	16.7%	21.5%	49.6%
AFRICAN AMER	50	4.9%	1.60	12.0%	26.0%	46.0%	16.0%
WHITE	355	34.6%	3.14	11.0%	15.8%	23.7%	49.6%
LATINO	104	10.1%	2.64	6.7%	19.2%	28.8%	45.2%
FILIPINO	70	6.8%	2.42	11.4%	14.3%	42.9%	31.4%
OTHER	43	4.2%	3.19	9.3%	11.6%	30.2%	48.8%
UNKNOWN	48	4.7%	3.17	6.3%	10.4%	27.1%	56.3%
GENDER							
FEMALE	358	34.9%	3.18	13.7%	15.6%	26.5%	44.1%
MALE	661	64.4%	2.91	8.8%	16.8%	26.5%	48.0%
NOT REPORTED	7	.7%	3.50	42.9%	14.3%	14.3%	28.6%
DISABLED							
NO	1014	98.8%	2.99	10.8%	16.3%	26.5%	46.4%
YES	12	1.2%	3.29		25.0%	16.7%	58.3%
Total	1026	100.0%	3.00	10.7%	16.4%	26.4%	46.5%

Fall, 1997 Prerequisite Baseline Performance Report
Subject:PHYSICS

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	7	.8%	1.50			57.1%	42.9%
ASIAN/PAC ISL	306	37.0%	3.01	13.7%	17.3%	16.7%	52.3%
AFRICAN AMER	40	4.8%	2.53	12.5%	12.5%	32.5%	42.5%
WHITE	287	34.7%	3.10	7.3%	15.7%	27.9%	49.1%
LATINO	76	9.2%	2.64	9.2%	13.2%	30.3%	47.4%
FILIPINO	48	5.8%	2.89	6.3%	6.3%	31.3%	56.3%
OTHER	21	2.5%	2.86	14.3%		19.0%	66.7%
UNKNOWN	43	5.2%	3.25	4.7%	16.3%	32.6%	46.5%
GENDER							
FEMALE	277	33.5%	3.01	10.8%	18.4%	26.4%	44.4%
MALE	550	66.4%	2.95	9.6%	13.1%	23.8%	53.5%
NOT REPORTED	1	.1%	4.00				100.0%
DISABLED							
NO	815	98.4%	2.96	9.9%	15.1%	24.2%	50.8%
YES	13	1.6%	3.75	15.4%		53.8%	30.8%
Total	828	100.0%	2.97	10.0%	14.9%	24.6%	50.5%

Psychology

As noted in Table 1, only two courses in psychology (Psychology 258 and 260) implemented mandatory skill level prerequisites in 1997. A comparison of the number of students enrolling in fall 1997 shows a decline from the previous fall term of approximately 240. When examined by college, there was a decline of 90 students from fall 1996 to fall 1997 at City College, and a decline of 100 students for the same period at Mesa College. Despite this enrollment decline, there were approximately the same number of sections offered during the two comparison terms. There were eight sections of Psychology 258 offered both in 1996 and 1997. In fall 1996 there were seven sections of Psychology 260 and in fall 1997, eight sections were offered. This enrollment pattern generally follows that found in several other disciplines analyzed for this investigation. However there does not appear to have been a concomitant increase in the proportion of successful grades in 1997 compared with 1996. There was a slight increase in non-successful grades awarded in 1997 compared with 1996. The average GPA for both terms varied by less than .02 points, and the drop rates are almost identical.

Equity Categories

Among student equity categories there appears to have been little change in the representation of various student subgroups. There was a slight increase in White students (about 5%) and small decreases in the proportion of Latino, African American, and Other ethnic categories. Two thirds of the students enrolled in these upper level psychology courses were women and this proportion remained virtually unchanged over the two comparison semesters. Women also tended to outperform men in these courses and the implementation of prerequisite skill levels does not appear to have changed these relative success rates. The success rates and average GPA for non-disabled students was approximately the same for both terms, while the GPA for students with disabilities declined from 2.56 in 1996 to 2.25 in 1997. The impact of skill level prerequisites does not appear to have any disparate impact on student representation and the effect of the required prerequisites on student success indicators appears negligible.

Table 12
FALL 1996 Prerequisite Baseline Performance Report
Subject: PSYCHOLOGY

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	10	1.4%	2.80	10.0%	10.0%	30.0%	50.0%
ASIAN/PAC ISL	44	6.1%	2.83	20.5%	15.9%	18.2%	45.5%
AFRICAN AMER	96	13.2%	2.22	11.5%	13.5%	35.4%	39.6%
WHITE	349	48.1%	2.91	7.7%	12.6%	21.8%	57.9%
LATINO	119	16.4%	2.50	7.6%	18.5%	31.9%	42.0%
FILIPINO	49	6.8%	2.33	16.3%	18.4%	32.7%	32.7%
OTHER	25	3.4%	2.36	16.0%	8.0%	24.0%	52.0%
UNKNOWN	33	4.6%	2.48	9.1%	6.1%	36.4%	48.5%
GENDER							
FEMALE	483	66.6%	2.71	8.3%	14.1%	26.1%	51.6%
MALE	239	33.0%	2.68	13.4%	13.4%	26.8%	46.4%
NOT REPORTED	3	.4%	.00			100.0%	
DISABLED							
NO	700	96.6%	2.70	9.7%	13.9%	27.0%	49.4%
YES	25	3.4%	2.56	16.0%	12.0%	16.0%	56.0%
Total	725	100.0%	2.70	9.9%	13.8%	26.6%	49.7%

Fall, 1997 Prerequisite Baseline Performance Report
Subject: PSYCHOLOGY

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	5	1.1%	2.25	20.0%		20.0%	60.0%
ASIAN/PAC ISL	29	6.1%	2.38	13.8%	13.8%	31.0%	41.4%
AFRICAN AMER	52	11.0%	2.23	9.6%	19.2%	40.4%	30.8%
WHITE	250	53.0%	2.86	7.6%	11.6%	24.0%	56.8%
LATINO	64	13.6%	2.15	4.7%	6.3%	40.6%	48.4%
FILIPINO	30	6.4%	2.73		30.0%	23.3%	46.7%
OTHER	8	1.7%	3.50	12.5%		37.5%	50.0%
UNKNOWN	34	7.2%	2.89	17.6%	8.8%	26.5%	47.1%
GENDER							
FEMALE	317	67.2%	2.72	7.9%	11.4%	28.1%	52.7%
MALE	154	32.6%	2.59	9.1%	14.3%	30.5%	46.1%
NOT REPORTED	1	.2%	.		100.0%		
DISABLED							
NO	447	94.7%	2.70	7.2%	12.5%	28.9%	51.5%
YES	25	5.3%	2.25	28.0%	12.0%	28.0%	32.0%
Total	472	100.0%	2.68	8.3%	12.5%	28.8%	50.4%

Russian

Analysis of the effect of mandatory prerequisites on course enrollments and student outcomes in Russian is limited due to the small sample sizes for both terms. In both terms one section each of both Russian 102 and 201 were offered. There was small enrollment growth from 1996 to 1997. Course success rates dropped slightly in 1997 compared with 1996. However because the population is limited, these differences may not be reliable. Approximately 90% of the students in both terms were White and divided equally between men and women. Prerequisites do not appear to have had a disparate impact on the ethnic or gender composition of students in these courses.

Table 14
FALL 1996 Prerequisite Baseline Performance Report
Subject: RUSSIAN

	Total	Percent	Mean GPA	Dropped Course	W D F	Course Completed
ETHNIC						
AFRICAN AMER	1	4.2%	3.00			100.0%
WHITE	21	87.5%	3.50	14.3%	19.0%	66.7%
OTHER	1	4.2%	3.00			100.0%
UNKNOWN	1	4.2%	4.00			100.0%
GENDER						
FEMALE	12	50.0%	3.56	16.7%	8.3%	75.0%
MALE	12	50.0%	3.38	8.3%	25.0%	66.7%
DISABLED						
NO	24	100.0%	3.47	12.5%	16.7%	70.8%
Total	24	100.0%	3.47	12.5%	16.7%	70.8%

Fall, 1997 Prerequisite Baseline Performance Report
Subject: RUSSIAN

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
WHITE	27	90.0%	3.44	7.4%	14.8%	18.5%	59.3%
LATINO	1	3.3%	.			100.0%	
UNKNOWN	2	6.7%	4.00		50.0%		50.0%
GENDER							
FEMALE	13	43.3%	3.63	7.7%	23.1%	7.7%	61.5%
MALE	16	53.3%	3.25	6.3%	12.5%	31.3%	50.0%
NOT REPORTED	1	3.3%	4.00				100.0%
DISABLED							
NO	29	96.7%	3.47	6.9%	13.8%	20.7%	58.6%
YES	1	3.3%	.		100.0%		
Total	30	100.0%	3.47	6.7%	16.7%	20.0%	56.7%

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Spanish

Inspection of the enrollment patterns, success rates, and equity categories does not suggest that the implementation of skill level prerequisites had a practical effect in Spanish courses. Although approximately the same number of sections of Spanish were offered in both terms (39 in 1996 and 40 in 1997), there was an enrollment decline of approximately 150 students. Comparative data for both terms shows an identical proportion of successful grades awarded during both terms. The proportion of drops, never attended, and unsuccessful grades were remarkably consistent over both comparison terms. Average GPA changed by less than .02 points in 1997 compared to 1996. In summary what characterizes, the effect of prerequisites on student outcomes in these selected Spanish courses is that there appears to be virtually no effect at all. This tends to confirm the observation that few students attempt upper level language courses if they do not have the educational background and motivation to successfully challenge the course. When examined by course level, the only courses showing an improvement in the overall success rate was Spanish 102. Both Spanish 201 and 202 showed some decline in the proportion of successful course grades from fall 1996 compared with fall 1997.

Equity Categories

The pattern of little or no difference between the two comparison terms on key indicators is maintained with respect to ethnic, gender, and disability composition of the student samples. Asian students improved with respect to successful course grades, while African Americans and Latinos declined. The completion rates of men and women were virtually identical and the performance of students with disabilities improved modestly. In summary, there does not appear to be disparate impact on any student equity category from the implementation of mandatory skill level prerequisites. It does not appear as if the policy of enforcing prerequisites had any noticeable impact at all.

Table 14
FALL 1996 Prerequisite Baseline Performance Report
Subject:SPANISH

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	20	1.3%	2.88	5.0%	15.0%	50.0%	30.0%
ASIAN/PAC ISL	125	8.0%	2.88	12.8%	22.4%	15.2%	49.6%
AFRICAN AMER	132	8.5%	2.49	12.1%	14.4%	26.5%	47.0%
WHITE	749	48.2%	2.93	9.7%	14.8%	21.2%	54.2%
LATINO	312	20.1%	3.20	8.7%	13.8%	13.8%	63.8%
FILIPINO	86	5.5%	2.86	9.3%	14.0%	27.9%	48.8%
OTHER	54	3.5%	3.04	14.8%	14.8%	18.5%	51.9%
UNKNOWN	77	5.0%	3.06	7.8%	16.9%	18.2%	57.1%
GENDER							
FEMALE	935	60.1%	2.98	9.5%	15.8%	19.6%	55.1%
MALE	618	39.7%	2.92	10.7%	14.4%	21.2%	53.7%
NOT REPORTED	2	.1%	3.50				100.0%
DISABLED							
NO	1517	97.6%	2.96	9.7%	15.1%	20.2%	55.0%
YES	38	2.4%	2.80	21.1%	21.1%	21.1%	36.8%
Total	1555	100.0%	2.96	10.0%	15.2%	20.2%	54.6%

Fall, 1997 Prerequisite Baseline Performance Report
Subject:SPANISH

	Total	Percent	Mean GPA	Never Attended	Dropped Course	W D F	Course Completed
ETHNIC							
AM INDIAN	29	2.1%	2.33	17.2%	31.0%	17.2%	34.5%
ASIAN/PAC ISL	114	8.2%	3.07	14.9%	15.8%	11.4%	57.9%
AFRICAN AMER	120	8.6%	2.06	13.3%	17.5%	37.5%	31.7%
WHITE	687	49.2%	3.01	8.9%	16.3%	18.0%	56.8%
LATINO	257	18.4%	2.98	11.3%	12.5%	17.9%	58.4%
FILIPINO	89	6.4%	2.94	11.2%	16.9%	18.0%	53.9%
OTHER	23	1.6%	2.27	8.7%	8.7%	34.8%	47.8%
UNKNOWN	76	5.4%	3.28	7.9%	18.4%	10.5%	63.2%
GENDER							
FEMALE	848	60.8%	3.03	11.8%	17.8%	15.9%	54.5%
MALE	541	38.8%	2.80	8.3%	13.1%	24.0%	54.5%
NOT REPORTED	6	.4%	3.75	16.7%	16.7%		66.7%
DISABLED							
NO	1355	97.1%	2.94	10.3%	15.9%	18.9%	55.0%
YES	40	2.9%	2.78	17.5%	20.0%	22.5%	40.0%
Total	1395	100.0%	2.94	10.5%	16.0%	19.0%	54.6%

Summary

The implementation of mandatory prerequisite skill levels enforced at registration appears to have coincided with enrollment declines in the majority of disciplines and within individual sections included in this investigation. In several of the science disciplines there has been a concomitant increase in the proportion of successful course grades and a decrease in student drops. The effect in the social sciences and languages has been less obvious in terms of student outcomes, but enrollment in general showed a decline even though the number of sections offered remained relatively constant over the two terms.

The effects on student equity categories varied substantially between the several disciplines analyzed. The effect of mandatory prerequisite enforcement does not seem to negatively impact any group in particular, although academic leaders may want to review the enrollment and performance of certain subgroupings in the courses reviewed in this study. It appears that for several disciplines while the number of students declined, the success rates of those students who were admitted to these courses were higher than the previous terms. In some cases, minority students made noticeable improvements. Fewer may be eligible, but of those eligible the success rates improved. This was more obvious in the sciences, engineering, and mathematics, and less apparent in the social sciences and languages, and not found in English. Psychology courses with mandatory prerequisites also did not show any significant improvement in student outcomes for any equity category or overall while experiencing some declines in enrollment. In the case of Spanish courses, the implementation of prerequisites did not appear to have any practical effect on student course performance.

It has been noted by several scholars in higher education (Astin, 1991), that the outcome characteristics of students is strongly affected by the entry characteristics of these same students. That is, students who are better prepared, have taken more courses, or are more motivated tend to perform better in school than those who do not have these attributes. Implementing prerequisites may have improved performance primarily by restricting access to those students whose prior educational attainment was higher than students who did not gain access to these courses. In some instances the number of courses and students were too small to make reliable inferences about performance and enrollment.

Additional analysis conducted by the Research office and observed by area faculty primarily in Mathematics suggests that for certain advanced and higher level courses student self-selection is adequate for prerequisite screening. That is, few students are willing to take extremely advanced and rigorous courses without first having the necessary educational background and motivational attributes to successfully challenge a course. Success rates for high level Mathematics courses are relatively high even though course content is considered difficult. This is found prior to the implementation of mandatory prerequisite skill levels. The same patterns of success were found after implementation, although with smaller enrollments. Discipline leaders may want to consider the necessity of mandatory prerequisite enforcement on some of the very advanced and highly specialized courses in some of these areas. Student self-selection may often suffice.

When analyzed for each college, the patterns described above appear to follow the same general trends as found for the SDCCD. No marked deviation from the general pattern could be consistently found. The tables in Appendix II are intended to provide additional grist for analysis and comparison by academic and administrative leaders from the colleges. Discipline teams may want to review the tables included and appended to this investigation to note the impact of prerequisite enforcement in their particular areas.

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Appendix I

Course Outcomes by Discipline and Level

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Accounting Courses with Prerequisites

	ACCT 116B			
	964		**974**	
Total Enrollment	462		411	
Number of Sections	12		12	
Ethnicity:				
American Indian/Alaskan Native	2	0.4%	3	0.7%
Asian	97	21.0%	69	16.8%
African American	65	14.1%	56	13.6%
Caucasian	177	38.3%	165	40.1%
Hispanic	65	14.1%	66	16.1%
Filipino	36	7.8%	29	7.1%
Other	9	1.9%	13	3.2%
Nonrespondent	11	2.4%	10	2.4%
Gender:				
Unknown	1	0.2%	1	0.2%
Female	226	48.9%	215	52.3%
Male	235	50.9%	195	47.4%
Course Completion:				
Successful Completion	264	57.1%	243	59.1%
Non-successful Completion	130	28.1%	127	30.9%
Drops or Non-attendees	84	18.2%	69	16.8%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Biology Courses with Prerequisites

	BIOL 200		BIOL 205		BIOL 210A	
	964	**974**	**964**	**974**	**964**	**974**
Total Enrollment	0	31	293	219	107	93
Number of Sections	0	2	9	9	3	3
Ethnicity:						
American Indian/Alaskan Native	0	0 0.0%	4 1.4%	1 0.5%	4 3.7%	0 0.0%
Asian	0	1 3.2%	49 16.7%	26 11.9%	23 21.5%	19 20.4%
African American	0	3 9.7%	27 9.2%	16 7.3%	12 11.2%	5 5.4%
Caucasian	0	15 48.4%	126 43.0%	106 48.4%	36 33.6%	43 46.2%
Hispanic	0	6 19.4%	23 7.8%	24 11.0%	17 15.9%	10 10.8%
Filipino	0	5 16.1%	49 16.7%	27 12.3%	8 7.5%	5 5.4%
Other	0	0 0.0%	4 1.4%	8 3.7%	3 2.8%	5 5.4%
Nonrespondent	0	1 3.2%	11 3.8%	11 5.0%	4 3.7%	6 6.5%
Gender:						
Unknown	0	0 0.0%	1 0.3%	0 0.0%	0 0.0%	2 2.2%
Female	0	18 58.1%	195 66.6%	139 63.5%	56 52.3%	39 41.9%
Male	0	13 41.9%	97 33.1%	80 36.5%	51 47.7%	52 55.9%
Course Completion:						
Successful Completion	0	11 35.5%	164 56.0%	158 72.1%	52 48.6%	51 54.8%
Non-successful Completion	0	9 29.0%	62 21.2%	28 12.8%	37 34.6%	37 39.8%
Drops or Non-attendees	0	12 38.7%	77 26.3%	36 16.4%	19 17.8%	5 5.4%

	BIOL 210B		BIOL 230		BIOL 235	
	964	**974**	**964**	**974**	**964**	**974**
Total Enrollment	32	38	455	431	393	241
Number of Sections	1	3	13	14	13	11
Ethnicity:						
American Indian/Alaskan Native	1 3.1%	1 2.6%	6 1.3%	5 1.2%	7 1.8%	1 0.4%
Asian	7 21.9%	6 15.8%	58 12.7%	48 11.1%	53 13.5%	26 10.8%
African American	0 0.0%	0 0.0%	44 9.7%	44 10.2%	43 10.9%	34 14.1%
Caucasian	14 43.8%	15 39.5%	197 43.3%	200 46.4%	165 42.0%	98 40.7%
Hispanic	1 3.1%	8 21.1%	47 10.3%	56 13.0%	26 6.6%	31 12.9%
Filipino	4 12.5%	5 13.2%	70 15.4%	51 11.8%	69 17.6%	34 14.1%
Other	4 12.5%	1 2.6%	11 2.4%	8 1.9%	14 3.6%	8 3.3%
Nonrespondent	1 3.1%	2 5.3%	22 4.8%	19 4.4%	16 4.1%	9 3.7%
Gender:						
Unknown	0 0.0%	1 2.6%	3 0.7%	1 0.2%	1 0.3%	1 0.4%
Female	12 37.5%	18 47.4%	306 67.3%	289 67.1%	260 66.2%	161 66.8%
Male	20 62.5%	19 50.0%	146 32.1%	141 32.7%	132 33.6%	79 32.8%
Course Completion:						
Successful Completion	17 53.1%	22 57.9%	241 53.0%	241 55.9%	193 49.1%	140 58.1%
Non-successful Completion	5 15.6%	1 2.6%	129 28.4%	104 24.1%	105 26.7%	62 25.7%
Drops or Non-attendees	10 31.3%	19 50.0%	99 21.8%	99 23.0%	116 29.5%	69 28.6%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

	CHEM 130				CHEM 130L				CHEM 200			
	964		974		964		974		964		974	
Total Enrollment	149		98		139		95		478		311	
Number of Sections	3		3		5		5		10		11	
Ethnicity:												
American Indian/Alaskan Native	8	5.4%	1	1.0%	7	5.0%	1	1.1%	10	2.1%	5	1.6%
Asian	32	21.5%	12	12.2%	30	21.6%	11	11.6%	131	27.4%	60	19.3%
African American	5	3.4%	5	5.1%	6	4.3%	5	5.3%	30	6.3%	18	5.8%
Caucasian	63	42.3%	47	48.0%	60	43.2%	47	49.5%	195	40.8%	142	45.7%
Hispanic	9	6.0%	14	14.3%	7	5.0%	13	13.7%	46	9.6%	38	12.2%
Filipino	25	16.8%	12	12.2%	24	17.3%	11	11.6%	42	8.8%	33	10.6%
Other	3	2.0%	3	3.1%	2	1.4%	3	3.2%	14	2.9%	4	1.3%
Nonrespondent	4	2.7%	4	4.1%	3	2.2%	4	4.2%	10	2.1%	11	3.5%
Gender:												
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.4%	1	0.3%
Female	111	74.5%	70	71.4%	105	75.5%	67	70.5%	182	38.1%	134	43.1%
Male	38	25.5%	28	28.6%	34	24.5%	28	29.5%	294	61.5%	176	56.6%
Course Completion:												
Successful Completion	94	63.1%	57	58.2%	84	60.4%	55	57.9%	225	47.1%	172	55.3%
Non-successful Completion	28	18.8%	22	22.4%	32	23.0%	21	22.1%	132	27.6%	106	34.1%
Drops or Non-attendees	33	22.1%	22	22.4%	34	24.5%	23	24.2%	154	32.2%	56	18.0%

	CHEM 200L				CHEM 201				CHEM 201L			
	964		974		964		974		964		974	
Total Enrollment	452		298		286		228		260		205	
Number of Sections	15		16		6		7		9		11	
Ethnicity:												
American Indian/Alaskan Native	10	2.2%	5	1.7%	0	0.0%	3	1.3%	0	0.0%	2	1.0%
Asian	120	26.5%	53	17.8%	70	24.5%	38	16.7%	65	25.0%	36	17.6%
African American	27	6.0%	18	6.0%	14	4.9%	11	4.8%	12	4.6%	9	4.4%
Caucasian	189	41.8%	142	47.7%	106	37.1%	101	44.3%	98	37.7%	95	46.3%
Hispanic	43	9.5%	31	10.4%	36	12.6%	21	9.2%	33	12.7%	18	8.8%
Filipino	41	9.1%	35	11.7%	30	10.5%	30	13.2%	25	9.6%	25	12.2%
Other	12	2.7%	3	1.0%	17	5.9%	7	3.1%	15	5.8%	5	2.4%
Nonrespondent	10	2.2%	11	3.7%	13	4.5%	17	7.5%	12	4.6%	15	7.3%
Gender:												
Unknown	1	0.2%	1	0.3%	3	1.0%	1	0.4%	2	0.8%	1	0.5%
Female	173	38.3%	128	43.0%	126	44.1%	97	42.5%	111	42.7%	83	40.5%
Male	278	61.5%	169	56.7%	157	54.9%	130	57.0%	147	56.5%	121	59.0%
Course Completion:												
Successful Completion	237	52.4%	188	63.1%	143	50.0%	134	58.8%	144	55.4%	127	62.0%
Non-successful Completion	95	21.0%	80	26.8%	95	33.2%	62	27.2%	65	25.0%	47	22.9%
Drops or Non-attendees	143	31.6%	60	20.1%	63	22.0%	42	18.4%	74	28.5%	52	25.4%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

	CHEM 231				CHEM 231L				CHEM 232L			
	964		974		964		974		964		974	
Total Enrollment	121		99		115		90		103		87	
Number of Sections	3		3		4		4		4		4	
Ethnicity:												
American Indian/Alaskan Native	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	47	38.8%	29	29.3%	45	39.1%	27	30.0%	42	40.8%	27	31.0%
African American	7	5.8%	7	7.1%	5	4.3%	7	7.8%	4	3.9%	5	5.7%
Caucasian	48	39.7%	40	40.4%	46	40.0%	34	37.8%	42	40.8%	33	37.9%
Hispanic	7	5.8%	12	12.1%	7	6.1%	11	12.2%	7	6.8%	11	12.6%
Filipino	5	4.1%	5	5.1%	5	4.3%	4	4.4%	4	3.9%	4	4.6%
Other	4	3.3%	4	4.0%	5	4.3%	4	4.4%	2	1.9%	4	4.6%
Nonrespondent	2	1.7%	2	2.0%	2	1.7%	3	3.3%	2	1.9%	3	3.4%
Gender:												
Unknown	1	0.8%	0	0.0%	1	0.9%	0	0.0%	1	1.0%	0	0.0%
Female	61	50.4%	53	53.5%	60	52.2%	48	53.3%	52	50.5%	46	52.9%
Male	59	48.8%	46	46.5%	54	47.0%	42	46.7%	50	48.5%	41	47.1%
Course Completion:												
Successful Completion	55	45.5%	34	34.3%	55	47.8%	41	45.6%	55	53.4%	41	47.1%
Non-successful Completion	33	27.3%	37	37.4%	21	18.3%	23	25.6%	19	18.4%	23	26.4%
Drops or Non-attendees	47	38.8%	37	37.4%	48	41.7%	35	38.9%	38	36.9%	30	34.5%

	CHEM 233				CHEM 233L				CHEM 234L			
	964		974		964		974		964		974	
Total Enrollment	41		35		31		26		30		25	
Number of Sections	1		1		1		1		1		1	
Ethnicity:												
American Indian/Alaskan Native	2	4.9%	0	0.0%	1	3.2%	0	0.0%	1	3.3%	0	0.0%
Asian	12	29.3%	11	31.4%	12	38.7%	10	38.5%	12	40.0%	9	36.0%
African American	1	2.4%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Caucasian	12	29.3%	12	34.3%	9	29.0%	11	42.3%	9	30.0%	10	40.0%
Hispanic	3	7.3%	6	17.1%	2	6.5%	2	7.7%	2	6.7%	3	12.0%
Filipino	6	14.6%	3	8.6%	5	16.1%	3	11.5%	4	13.3%	3	12.0%
Other	4	9.8%	1	2.9%	2	6.5%	0	0.0%	2	6.7%	0	0.0%
Nonrespondent	1	2.4%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Gender:												
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Female	13	31.7%	11	31.4%	9	29.0%	5	19.2%	9	30.0%	4	16.0%
Male	28	68.3%	24	68.6%	22	71.0%	21	80.8%	21	70.0%	21	84.0%
Course Completion:												
Successful Completion	8	19.5%	15	42.9%	9	29.0%	12	46.2%	9	30.0%	13	52.0%
Non-successful Completion	16	39.0%	10	28.6%	4	12.9%	5	19.2%	4	13.3%	5	20.0%
Drops or Non-attendees	17	41.5%	10	28.6%	17	54.8%	9	34.6%	16	53.3%	7	28.0%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

	CHEM 251			
	964		**974**	
Total Enrollment	26		14	
Number of Sections	1		1	
Ethnicity:				
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	18	69.2%	8	57.1%
African American	0	0.0%	2	14.3%
Caucasian	4	15.4%	2	14.3%
Hispanic	3	11.5%	1	7.1%
Filipino	0	0.0%	0	0.0%
Other	1	3.8%	0	0.0%
Nonrespondent	0	0.0%	1	7.1%
Gender:				
Unknown	0	0.0%	1	7.1%
Female	14	53.8%	5	35.7%
Male	12	46.2%	8	57.1%
Course Completion:				
Successful Completion	17	65.4%	5	35.7%
Non-successful Completion	1	3.8%	2	14.3%
Drops or Non-attendees	8	30.8%	6	42.9%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Engineering Courses with Prerequisites

	ENGE 151				ENGE 200				ENGE 210			
	964		974		964		974		964		974	
Total Enrollment	74		51		59		41		35		15	
Number of Sections	3		3		2		2		2		2	
Ethnicity:												
American Indian/Alaskan Native	0	0.0%	2	3.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	6	8.1%	11	21.6%	13	22.0%	9	22.0%	10	28.6%	1	6.7%
African American	9	12.2%	3	5.9%	7	11.9%	3	7.3%	2	5.7%	0	0.0%
Caucasian	34	45.9%	19	37.3%	23	39.0%	10	24.4%	12	34.3%	8	53.3%
Hispanic	16	21.6%	7	13.7%	9	15.3%	9	22.0%	5	14.3%	5	33.3%
Filipino	3	4.1%	6	11.8%	1	1.7%	2	4.9%	1	2.9%	0	0.0%
Other	2	2.7%	0	0.0%	4	6.8%	5	12.2%	4	11.4%	1	6.7%
Nonrespondent	4	5.4%	3	5.9%	2	3.4%	3	7.3%	1	2.9%	0	0.0%
Gender:												
Unknown	1	1.4%	1	2.0%	1	1.7%	1	2.4%	0	0.0%	0	0.0%
Female	20	27.0%	12	23.5%	12	20.3%	12	29.3%	8	22.9%	3	20.0%
Male	53	71.6%	38	74.5%	46	78.0%	46	112.2%	27	77.1%	12	80.0%
Course Completion:												
Successful Completion	39	52.7%	26	51.0%	11	18.6%	24	58.5%	15	42.9%	6	40.0%
Non-successful Completion	19	25.7%	9	17.6%	36	61.0%	14	34.1%	9	25.7%	4	26.7%
Drops or Non-attendees	17	23.0%	17	33.3%	13	22.0%	3	7.3%	11	31.4%	9	60.0%

	ENGE 250				ENGE 260			
	964		974		964		974	
Total Enrollment	19		14		32		29	
Number of Sections	2		1		1		2	
Ethnicity:								
American Indian/Alaskan Native	0	0.0%	1	7.1%	0	0.0%	1	3.4%
Asian	7	36.8%	3	21.4%	10	31.3%	9	31.0%
African American	2	10.5%	3	21.4%	1	3.1%	2	6.9%
Caucasian	5	26.3%	5	35.7%	12	37.5%	11	37.9%
Hispanic	2	10.5%	1	7.1%	3	9.4%	2	6.9%
Filipino	1	5.3%	1	7.1%	2	6.3%	2	6.9%
Other	1	5.3%	0	0.0%	1	3.1%	1	3.4%
Nonrespondent	1	5.3%	0	0.0%	3	9.4%	1	3.4%
Gender:								
Unknown	1	5.3%	0	0.0%	0	0.0%	0	0.0%
Female	2	10.5%	4	28.6%	2	6.3%	3	10.3%
Male	16	84.2%	10	71.4%	30	93.8%	26	89.7%
Course Completion:								
Successful Completion	4	21.1%	9	64.3%	14	43.8%	18	62.1%
Non-successful Completion	5	26.3%	5	35.7%	13	40.6%	7	24.1%
Drops or Non-attendees	10	52.6%	0	0.0%	5	15.6%	5	17.2%

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

	ENGL 007				ENGL 008				ENGL 009			
	964		974		964		974		964		974	
Total Enrollment	181		213		267		297		256		261	
Number of Sections	7		9		10		13		9		11	
Ethnicity:												
American Indian/Alaskan Native	1	0.6%	1	0.5%	0	0.0%	2	0.7%	0	0.0%	0	0.0%
Asian	102	56.4%	118	55.4%	166	62.2%	162	54.5%	162	63.3%	144	55.2%
African American	12	6.6%	16	7.5%	10	3.7%	14	4.7%	9	3.5%	11	4.2%
Caucasian	13	7.2%	24	11.3%	30	11.2%	28	9.4%	26	10.2%	36	13.8%
Hispanic	40	22.1%	39	18.3%	41	15.4%	69	23.2%	37	14.5%	62	23.8%
Filipino	1	0.6%	5	2.3%	5	1.9%	3	1.0%	5	2.0%	2	0.8%
Other	10	5.5%	10	4.7%	12	4.5%	17	5.7%	13	5.1%	5	1.9%
Nonrespondent	2	1.1%	0	0.0%	3	1.1%	2	0.7%	4	1.6%	1	0.4%
Gender:												
Unknown	2	1.1%	0	0.0%	2	0.7%	2	0.7%	2	0.8%	1	0.4%
Female	98	54.1%	116	54.5%	155	58.1%	156	52.5%	141	55.1%	143	54.8%
Male	81	44.8%	97	45.5%	110	41.2%	139	46.8%	113	44.1%	117	44.8%
Course Completion:												
Successful Completion	96	53.0%	106	49.8%	134	50.2%	162	54.5%	131	51.2%	122	46.7%
Non-successful Completion	58	32.0%	86	40.4%	90	33.7%	102	34.3%	88	34.4%	94	36.0%
Drops or Non-attendees	29	16.0%	35	16.4%	49	18.4%	58	19.5%	42	16.4%	55	21.1%

	ENGL 010				ENGL 051				ENGL 056			
	964		974		964		974		964		974	
Total Enrollment	161		228		1743		1909		1684		1369	
Number of Sections	7		11		52		71		49		46	
Ethnicity:												
American Indian/Alaskan Native	0	0.0%	0	0.0%	22	1.3%	22	1.2%	31	1.8%	14	1.0%
Asian	111	68.9%	129	56.6%	313	18.0%	324	17.0%	269	16.0%	251	18.3%
African American	2	1.2%	6	2.6%	313	18.0%	322	16.9%	307	18.2%	230	16.8%
Caucasian	16	9.9%	22	9.6%	443	25.4%	487	25.5%	429	25.5%	333	24.3%
Hispanic	24	14.9%	47	20.6%	435	25.0%	490	25.7%	406	24.1%	346	25.3%
Filipino	2	1.2%	11	4.8%	134	7.7%	147	7.7%	151	9.0%	109	8.0%
Other	5	3.1%	8	3.5%	52	3.0%	58	3.0%	56	3.3%	48	3.5%
Nonrespondent	1	0.6%	5	2.2%	31	1.8%	59	3.1%	35	2.1%	38	2.8%
Gender:												
Unknown	0	0.0%	0	0.0%	3	0.2%	14	0.7%	4	0.2%	7	0.5%
Female	85	52.8%	127	55.7%	930	53.4%	1016	53.2%	889	52.8%	729	53.3%
Male	76	47.2%	101	44.3%	810	46.5%	879	46.0%	791	47.0%	633	46.2%
Course Completion:												
Successful Completion	84	52.2%	84	36.8%	587	33.7%	633	33.2%	854	50.7%	698	51.0%
Non-successful Completion	47	29.2%	115	50.4%	782	44.9%	980	51.3%	517	30.7%	477	34.8%
Drops or Non-attendees	34	21.1%	65	28.5%	453	26.0%	431	22.6%	401	23.8%	291	21.3%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

	ENGL 101				ENGL 105				ENGL 202			
	964		**974**		**964**		**974**		**964**		**974**	
Total Enrollment	4014		3040		617		430		27		38	
Number of Sections	116		104		19		12		1		1	
Ethnicity:												
American Indian/Alaskan Native	59	1.5%	45	1.5%	14	2.3%	7	1.6%	0	0.0%	0	0.0%
Asian	582	14.5%	290	9.5%	48	7.8%	35	8.1%	2	7.4%	2	5.3%
African American	547	13.6%	325	10.7%	51	8.3%	25	5.8%	2	7.4%	4	10.5%
Caucasian	1580	39.4%	1368	45.0%	313	50.7%	220	51.2%	15	55.6%	27	71.1%
Hispanic	659	16.4%	480	15.8%	108	17.5%	78	18.1%	5	18.5%	2	5.3%
Filipino	314	7.8%	251	8.3%	33	5.3%	17	4.0%	1	3.7%	2	5.3%
Other	125	3.1%	100	3.3%	11	1.8%	17	4.0%	0	0.0%	0	0.0%
Nonrespondent	148	3.7%	181	6.0%	39	6.3%	31	7.2%	2	7.4%	1	2.6%
Gender:												
Unknown	19	0.5%	10	0.3%	2	0.3%	0	0.0%	1	3.7%	0	0.0%
Female	2083	51.9%	1555	51.2%	326	52.8%	250	58.1%	15	55.6%	26	68.4%
Male	1912	47.6%	1475	48.5%	289	46.8%	180	41.9%	11	40.7%	12	31.6%
Course Completion:												
Successful Completion	1714	42.7%	1353	44.5%	257	41.7%	176	40.9%	15	55.6%	17	44.7%
Non-successful Completion	1460	36.4%	1130	37.2%	201	32.6%	173	40.2%	7	25.9%	15	39.5%
Drops or Non-attendees	1069	26.6%	755	24.8%	164	26.6%	91	21.2%	5	18.5%	6	15.8%

	ENGL 205				ENGL 208				ENGL 209			
	964		**974**		**964**		**974**		**964**		**974**	
Total Enrollment	2075		1948		335		304		90		81	
Number of Sections	61		59		10		9		3		3	
Ethnicity:												
American Indian/Alaskan Native	36	1.7%	29	1.5%	4	1.2%	3	1.0%	1	1.1%	0	0.0%
Asian	304	14.7%	266	13.7%	43	12.8%	25	8.2%	2	2.2%	1	1.2%
African American	228	11.0%	208	10.7%	40	11.9%	33	10.9%	4	4.4%	5	6.2%
Caucasian	886	42.7%	838	43.0%	149	44.5%	161	53.0%	61	67.8%	52	64.2%
Hispanic	320	15.4%	295	15.1%	59	17.6%	51	16.8%	11	12.2%	3	3.7%
Filipino	144	6.9%	149	7.6%	17	5.1%	13	4.3%	3	3.3%	9	11.1%
Other	53	2.6%	58	3.0%	9	2.7%	6	2.0%	2	2.2%	5	6.2%
Nonrespondent	104	5.0%	105	5.4%	14	4.2%	12	3.9%	6	6.7%	6	7.4%
Gender:												
Unknown	9	0.4%	4	0.2%	2	0.6%	1	0.3%	2	2.2%	0	0.0%
Female	1133	54.6%	1057	54.3%	209	62.4%	203	66.8%	45	50.0%	44	54.3%
Male	933	45.0%	887	45.5%	124	37.0%	100	32.9%	43	47.8%	37	45.7%
Course Completion:												
Successful Completion	986	47.5%	945	48.5%	201	60.0%	184	60.5%	44	48.9%	36	44.4%
Non-successful Completion	628	30.3%	607	31.2%	58	17.3%	59	19.4%	28	31.1%	24	29.6%
Drops or Non-attendees	590	28.4%	515	26.4%	78	23.3%	64	21.1%	19	21.1%	21	25.9%

101

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

	ENGL 210				ENGL 211				ENGL 215			
	964		974		964		974		964		974	
Total Enrollment	86		99		22		7		125		98	
Number of Sections	3		4		1		1		4		4	
Ethnicity:												
American Indian/Alaskan Native	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	6	7.0%	3	3.0%	1	4.5%	1	14.3%	8	6.4%	3	3.1%
African American	9	10.5%	8	8.1%	3	13.6%	0	0.0%	7	5.6%	11	11.2%
Caucasian	45	52.3%	60	60.6%	8	36.4%	5	71.4%	79	63.2%	48	49.0%
Hispanic	17	19.8%	14	14.1%	5	22.7%	1	14.3%	13	10.4%	24	24.5%
Filipino	2	2.3%	4	4.0%	0	0.0%	0	0.0%	6	4.8%	4	4.1%
Other	1	1.2%	5	5.1%	1	4.5%	0	0.0%	3	2.4%	1	1.0%
Nonrespondent	6	7.0%	4	4.0%	4	18.2%	0	0.0%	9	7.2%	7	7.1%
Gender:												
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Female	48	55.8%	64	64.6%	10	45.5%	5	71.4%	88	70.4%	57	58.2%
Male	38	44.2%	35	35.4%	12	54.5%	2	28.6%	37	29.6%	41	41.8%
Course Completion:												
Successful Completion	43	50.0%	48	48.5%	8	36.4%	0	0.0%	69	55.2%	57	58.2%
Non-successful Completion	19	22.1%	29	29.3%	0	0.0%	8	114.3%	33	26.4%	26	26.5%
Drops or Non-attendees	24	27.9%	22	22.2%	6	27.3%	7	100.0%	23	18.4%	14	14.3%

	ENGL 216				ENGL 220				ENGL 221			
	964		974		964		974		964		974	
Total Enrollment	17		24		25		22		34		10	
Number of Sections	1		2		1		1		1		1	
Ethnicity:												
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.9%	0	0.0%
Asian	4	23.5%	0	0.0%	2	8.0%	1	4.5%	5	14.7%	0	0.0%
African American	0	0.0%	3	12.5%	1	4.0%	1	4.5%	1	2.9%	0	0.0%
Caucasian	7	41.2%	18	75.0%	14	56.0%	17	77.3%	21	61.8%	8	80.0%
Hispanic	1	5.9%	1	4.2%	5	20.0%	2	9.1%	3	8.8%	1	10.0%
Filipino	1	5.9%	1	4.2%	1	4.0%	1	4.5%	0	0.0%	1	10.0%
Other	3	17.6%	1	4.2%	0	0.0%	0	0.0%	1	2.9%	0	0.0%
Nonrespondent	1	5.9%	0	0.0%	2	8.0%	0	0.0%	2	5.9%	0	0.0%
Gender:												
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Female	11	64.7%	15	62.5%	14	56.0%	13	59.1%	20	58.8%	8	80.0%
Male	6	35.3%	9	37.5%	11	44.0%	9	40.9%	14	41.2%	2	20.0%
Course Completion:												
Successful Completion	6	35.3%	12	50.0%	11	44.0%	10	45.5%	15	44.1%	0	0.0%
Non-successful Completion	7	41.2%	10	41.7%	5	20.0%	8	36.4%	8	23.5%	0	0.0%
Drops or Non-attendees	4	23.5%	2	8.3%	8	32.0%	3	13.6%	11	32.4%	10	100.0%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

	ENGL 237			ENGL 246A			ENGL 246B		
	964		974	964		974	964		974
Total Enrollment	9		0	24		38	4		2
Number of Sections	1		0	1		1	1		1
Ethnicity:									
American Indian/Alaskan Native	0	0.0%	0	0	0.0%	0 0.0%	0	0.0%	0 0.0%
Asian	0	0.0%	0	0	0.0%	1 2.6%	0	0.0%	0 0.0%
African American	0	0.0%	0	2	8.3%	1 2.6%	0	0.0%	0 0.0%
Caucasian	9	100.0%	0	17	70.8%	30 78.9%	3	75.0%	2 100.0%
Hispanic	0	0.0%	0	4	16.7%	1 2.6%	0	0.0%	0 0.0%
Filipino	0	0.0%	0	0	0.0%	0 0.0%	1	25.0%	0 0.0%
Other	0	0.0%	0	0	0.0%	1 2.6%	0	0.0%	0 0.0%
Nonrespondent	0	0.0%	0	0	0.0%	4 10.5%	0	0.0%	0 0.0%
Gender:									
Unknown	0	0.0%	0	0	0.0%	0 0.0%	0	0.0%	0 0.0%
Female	7	77.8%	0	13	54.2%	24 63.2%	4	100.0%	1 50.0%
Male	2	22.2%	0	11	45.8%	14 36.8%	0	0.0%	1 50.0%
Course Completion:									
Successful Completion	0	0.0%	0	12	50.0%	17 44.7%	3	75.0%	2 100.0%
Non-successful Completion	0	0.0%	0	7	29.2%	11 28.9%	0	0.0%	0 0.0%
Drops or Non-attendees	9	100.0%	0	5	20.8%	10 26.3%	1	25.0%	0 0.0%

	ENGL 247			ENGL 249A			ENGL 220		
	964		974	964		974	964		974
Total Enrollment	17		0	56		64	10		4
Number of Sections	1		0	2		2	1		2
Ethnicity:									
American Indian/Alaskan Native	1	5.9%	0	1	1.8%	0 0.0%	0	0.0%	0 0.0%
Asian	2	11.8%	0	0	0.0%	2 3.1%	0	0.0%	0 0.0%
African American	0	0.0%	0	5	8.9%	4 6.3%	0	0.0%	1 25.0%
Caucasian	10	58.8%	0	26	46.4%	39 60.9%	10	100.0%	2 50.0%
Hispanic	2	11.8%	0	14	25.0%	10 15.6%	0	0.0%	1 25.0%
Filipino	0	0.0%	0	1	1.8%	1 1.6%	0	0.0%	0 0.0%
Other	0	0.0%	0	1	1.8%	1 1.6%	0	0.0%	0 0.0%
Nonrespondent	2	11.8%	0	8	14.3%	7 10.9%	0	0.0%	0 0.0%
Gender:									
Unknown	0	0.0%	0	0	0.0%	0 0.0%	0	0.0%	0 0.0%
Female	7	41.2%	0	35	62.5%	39 60.9%	4	40.0%	2 50.0%
Male	10	58.8%	0	21	37.5%	25 39.1%	6	60.0%	2 50.0%
Course Completion:									
Successful Completion	10	58.8%	0	21	37.5%	33 51.6%	7	70.0%	2 50.0%
Non-successful Completion	3	17.6%	0	12	21.4%	11 17.2%	1	10.0%	2 50.0%
Drops or Non-attendees	4	23.5%	0	23	41.1%	19 29.7%	2	20.0%	0 0.0%

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

	ENGL 252A				ENGL 252B				ENGL 252C			
	964		974		964		974		964		974	
Total Enrollment	21		27		3		6		1		1	
Number of Sections	1		1		1		1		1		1	
Ethnicity:												
American Indian/Alaskan Native	1	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	14.3%	2	7.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
African American	3	14.3%	3	11.1%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Caucasian	12	57.1%	15	55.6%	2	66.7%	5	83.3%	1	100.0%	0	0.0%
Hispanic	1	4.8%	3	11.1%	1	33.3%	1	16.7%	0	0.0%	0	0.0%
Filipino	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	1	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nonrespondent	1	4.8%	3	11.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Gender:												
Unknown	0	0.0%	1	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Female	7	33.3%	12	44.4%	1	33.3%	4	66.7%	0	0.0%	1	100.0%
Male	14	66.7%	14	51.9%	2	66.7%	2	33.3%	1	100.0%	0	0.0%
Course Completion:												
Successful Completion	11	52.4%	10	37.0%	3	100.0%	2	33.3%	1	100.0%	1	100.0%
Non-successful Completion	3	14.3%	8	29.6%	0	0.0%	1	16.7%	0	0.0%	0	0.0%
Drops or Non-attendees	7	33.3%	9	33.3%	0	0.0%	3	50.0%	0	0.0%	0	0.0%

	ENGL 252D		
	964		974
Total Enrollment	1		0
Number of Sections	1		0
Ethnicity:			
American Indian/Alaskan Native	0	0.0%	0
Asian	1	100.0%	0
African American	0	0.0%	0
Caucasian	0	0.0%	0
Hispanic	0	0.0%	0
Filipino	0	0.0%	0
Other	0	0.0%	0
Nonrespondent	0	0.0%	0
Gender:			
Unknown	0	0.0%	0
Female	0	0.0%	0
Male	1	100.0%	0
Course Completion:			
Successful Completion	0	0.0%	0
Non-successful Completion	0	0.0%	0
Drops or Non-attendees	1	100.0%	0

Student Outcomes by Comparison
Fall 1996 and Fall 1997
French Courses with Prerequisites

	FREN 102				FREN 201				FREN 202			
	964		**974**		**964**		**974**		**964**		**974**	
Total Enrollment	116		123		31		53		8		10	
Number of Sections	3		5		2		2		1		1	
Ethnicity:												
American Indian/Alaskan Native	4	3.4%	0	0.0%	1	3.2%	0	0.0%	0	0.0%	1	10.0%
Asian	26	22.4%	19	15.4%	7	22.6%	9	17.0%	1	12.5%	3	30.0%
African American	6	5.2%	12	9.8%	1	3.2%	5	9.4%	1	12.5%	1	10.0%
Caucasian	46	39.7%	55	44.7%	17	54.8%	22	41.5%	2	25.0%	3	30.0%
Hispanic	15	12.9%	26	21.1%	1	3.2%	4	7.5%	2	25.0%	1	10.0%
Filipino	7	6.0%	4	3.3%	0	0.0%	2	3.8%	0	0.0%	0	0.0%
Other	4	3.4%	3	2.4%	1	3.2%	0	0.0%	1	12.5%	1	10.0%
Nonrespondent	8	6.9%	4	3.3%	3	9.7%	11	20.8%	1	12.5%	0	0.0%
Gender:												
Unknown	0	0.0%	0	0.0%	0	0.0%	2	3.8%	0	0.0%	0	0.0%
Female	68	58.6%	82	66.7%	16	51.6%	31	58.5%	3	37.5%	1	10.0%
Male	48	41.4%	41	33.3%	15	48.4%	20	37.7%	5	62.5%	9	90.0%
Course Completion:												
Successful Completion	74	63.8%	78	63.4%	18	58.1%	34	64.2%	2	25.0%	6	60.0%
Non-successful Completion	22	19.0%	32	26.0%	4	12.9%	8	15.1%	5	62.5%	2	20.0%
Drops or Non-attendees	23	19.8%	17	13.8%	9	29.0%	9	17.0%	1	12.5%	2	20.0%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Spanish Courses with Prerequisites

SPAN 202

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	77	70	-7	35	30	-5	46	42	-4	0	0		0	0	
Number of Sections	3	2	-1	2	1	-1	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	3 3.9%	1 1.4%	-2.5%	1 2.9%	1 3.3%	0.5%	2 4.3%	0 0.0%	-4.3%	0	0		0	0	
African American	4 5.2%	4 5.7%	0.5%	1 2.9%	2 6.7%	3.8%	3 6.5%	2 4.8%	-1.8%	0	0		0	0	
Caucasian	27 35.1%	33 47.1%	12.1%	6 17.1%	8 26.7%	9.5%	23 50.0%	26 61.9%	11.9%	0	0		0	0	
Hispanic	36 46.8%	28 40.0%	-6.8%	25 71.4%	17 56.7%	-14.8%	13 28.3%	12 28.6%	0.3%	0	0		0	0	
Filipino	2 2.6%	0 0.0%	-2.6%	0 0.0%	0 0.0%	0.0%	2 4.3%	0 0.0%	-4.3%	0	0		0	0	
Other	2 2.6%	1 1.4%	-1.2%	1 2.9%	0 0.0%	-2.9%	1 2.2%	1 2.4%	0.2%	0	0		0	0	
Nonrespondent	3 3.9%	3 4.3%	0.4%	1 2.9%	2 6.7%	3.8%	2 4.3%	1 2.4%	-2.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 1.3%	0 0.0%	-1.3%	1 2.9%	0 0.0%	-2.9%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	52 67.5%	40 57.1%	-10.4%	19 54.3%	22 73.3%	19.0%	35 76.1%	19 45.2%	-30.8%	0	0		0	0	
Male	24 31.2%	30 42.9%	11.7%	15 42.9%	8 26.7%	-16.2%	11 23.9%	23 54.8%	30.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	44 57.1%	39 55.7%	-1.4%	19 54.3%	20 66.7%	12.4%	25 54.3%	19 45.2%	-9.1%	0	0		0	0	
D, F, W or NC	6 7.8%	11 15.7%	7.9%	1 2.9%	4 13.3%	10.5%	5 10.9%	7 16.7%	5.8%	0	0		0	0	
DRP or NA	31 40.3%	21 30.0%	-10.3%	15 42.9%	6 20.0%	-22.9%	16 34.8%	16 38.1%	3.3%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Russian Courses with Prerequisites

RUSS 102

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	17	17	0	0	0		17	17	0	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	954	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
African American	1 5.9%	0 0.0%	-5.9%	0	0		1 5.9%	0 0.0%	-5.9%	0	0		0	0	
Caucasian	15 88.2%	14 82.4%	-5.9%	0	0		15 88.2%	14 82.4%	-5.9%	0	0		0	0	
Hispanic	0 0.0%	1 5.9%	5.9%	0	0		0 0.0%	1 5.9%	5.9%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	1 5.9%	2 11.8%	5.9%	0	0		1 5.9%	2 11.8%	5.9%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	1 5.9%	5.9%	0	0		0 0.0%	1 5.9%	5.9%	0	0		0	0	
Female	11 64.7%	5 29.4%	-35.3%	0	0		11 64.7%	5 29.4%	-35.3%	0	0		0	0	
Male	6 35.3%	11 64.7%	29.4%	0	0		6 35.3%	11 64.7%	29.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	13 76.5%	12 70.6%	-5.9%	0	0		13 76.5%	12 70.6%	-5.9%	0	0		0	0	
D, F, W or NC	2 11.8%	2 11.8%	0.0%	0	0		2 11.8%	2 11.8%	0.0%	0	0		0	0	
DRP or NA	2 11.8%	3 17.6%	5.9%	0	0		2 11.8%	3 17.6%	5.9%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Russian Courses with Prerequisites

RUSS 201

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	7	13	6	0	0		7	13	6	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
African American	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Caucasian	6 85.7%	13 #####	14.3%	0	0		6 85.7%	13 100.0%	14.3%	0	0		0	0	
Hispanic	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	1 14.3%	0 0.0%	-14.3%	0	0		1 14.3%	0 0.0%	-14.3%	0	0		0	0	
Nonrespondent	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	1 14.3%	8 61.5%	47.3%	0	0		1 14.3%	8 61.5%	47.3%	0	0		0	0	
Male	6 85.7%	5 38.5%	-47.3%	0	0		6 85.7%	5 38.5%	-47.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	4 57.1%	5 38.5%	-18.7%	0	0		4 57.1%	5 38.5%	-18.7%	0	0		0	0	
D, F, W or NC	2 28.6%	4 30.8%	2.2%	0	0		2 28.6%	4 30.8%	2.2%	0	0		0	0	
DRP or NA	1 14.3%	4 30.8%	16.5%	0	0		1 14.3%	4 30.8%	16.5%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Spanish Courses with Prerequisites

SPAN 102

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	973	819	-154	198	198	0	588	496	-92	142	109	-33	51	34	-17
Number of Sections	25	26	1	4	5	1	15	15	0	4	4	0	2	2	0

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	14 1.4%	23 2.8%	1.4%	2 1.0%	10 5.1%	4.0%	10 1.7%	12 2.4%	0.7%	2 1.4%	2 1.8%	0.4%	0 0.0%	0 0.0%	0.0%
Asian	93 9.6%	78 9.5%	0.0%	14 7.1%	21 10.6%	3.5%	57 9.7%	44 8.9%	-0.8%	20 14.1%	11 10.1%	-4.0%	2 3.9%	4 11.8%	7.8%
African American	81 8.3%	73 8.9%	0.6%	27 13.6%	31 15.7%	2.0%	39 6.6%	25 5.0%	-1.6%	2 1.4%	4 3.7%	2.3%	15 29.4%	16 47.1%	17.6%
Caucasian	471 48.4%	409 49.9%	1.5%	80 40.4%	80 40.4%	0.0%	315 53.6%	280 56.5%	2.9%	74 52.1%	52 47.7%	-4.4%	4 7.8%	3 8.8%	1.0%
Hispanic	170 17.5%	125 15.3%	-2.2%	48 24.2%	40 20.2%	-4.0%	94 16.0%	69 13.9%	-2.1%	11 7.7%	9 8.3%	0.5%	19 37.3%	10 29.4%	-7.8%
Filipino	64 6.6%	55 6.7%	0.1%	8 4.0%	5 2.5%	-1.5%	24 4.1%	29 5.8%	1.8%	26 18.3%	23 21.1%	2.8%	6 11.8%	0 0.0%	-11.8%
Other	27 2.8%	12 1.5%	-1.3%	4 2.0%	2 1.0%	-1.0%	18 3.1%	8 1.6%	-1.4%	3 2.1%	2 1.8%	-0.3%	2 3.9%	0 0.0%	-3.9%
Nonrespondent	53 5.4%	44 5.4%	-0.1%	15 7.6%	9 4.5%	-3.0%	31 5.3%	29 5.8%	0.6%	4 2.8%	6 5.5%	2.7%	3 5.9%	1 2.9%	-2.9%

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.1%	3 0.4%	0.3%	0 0.0%	1 0.5%	0.5%	0 0.0%	1 0.2%	0.2%	0 0.0%	1 0.9%	0.9%	1 2.0%	0 0.0%	-2.0%
Female	578 59.4%	477 58.2%	-1.2%	105 53.0%	116 58.6%	5.6%	349 59.4%	292 58.9%	-0.5%	87 61.3%	59 54.1%	-7.1%	39 76.5%	22 64.7%	-11.8%
Male	394 40.5%	339 41.4%	0.9%	93 47.0%	81 40.9%	-6.1%	239 40.6%	203 40.9%	0.3%	55 38.7%	49 45.0%	6.2%	11 21.6%	12 35.3%	13.7%

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	521 53.5%	483 59.0%	5.4%	110 55.6%	115 58.1%	2.5%	312 53.1%	281 56.7%	3.6%	68 47.9%	66 60.6%	12.7%	31 60.8%	21 61.8%	1.0%
D, F, W or NC	238 24.5%	167 20.4%	-4.1%	42 21.2%	37 18.7%	-2.5%	141 24.0%	101 20.4%	-3.6%	44 31.0%	24 22.0%	-9.0%	11 21.6%	5 14.7%	-6.9%
DRP or NA	250 25.7%	231 28.2%	2.5%	49 24.7%	50 25.3%	0.5%	164 27.9%	159 32.1%	4.2%	32 22.5%	21 19.3%	-3.3%	8 15.7%	8 23.5%	7.8%

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Spanish Courses with Prerequisites

SPAN 201

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	431	393	-38	85	102	17	314	250	-64	34	45	11	0	0	
Number of Sections	11	12	1			0			0			0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	5 1.2%	3 0.8%	-0.4%	1 1.2%	1 1.0%	-0.2%	4 1.3%	2 0.8%	-0.5%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	21 4.9%	17 4.3%	-0.5%	2 2.4%	5 4.9%	2.5%	19 6.1%	10 4.0%	-2.1%	0 0.0%	2 4.4%	4.4%	0	0	
African American	42 9.7%	33 8.4%	-1.3%	19 22.4%	20 19.6%	-2.7%	22 7.0%	12 4.8%	-2.2%	1 2.9%	1 2.2%	-0.7%	0	0	
Caucasian	215 49.9%	199 50.6%	0.8%	37 43.5%	35 34.3%	-9.2%	163 51.9%	145 58.0%	6.1%	17 50.0%	20 44.4%	-5.6%	0	0	
Hispanic	92 21.3%	85 21.6%	0.3%	21 24.7%	32 31.4%	6.7%	62 19.7%	47 18.8%	-0.9%	9 26.5%	8 17.8%	-8.7%	0	0	
Filipino	18 4.2%	25 6.4%	2.2%	1 1.2%	0 0.0%	-1.2%	14 4.5%	14 5.6%	1.1%	3 8.8%	12 26.7%	17.8%	0	0	
Other	18 4.2%	8 2.0%	-2.1%	1 1.2%	1 1.0%	-0.2%	16 5.1%	7 2.8%	-2.3%	1 2.9%	0 0.0%	-2.9%	0	0	
Nonrespondent	20 4.6%	23 5.9%	1.2%	3 3.5%	8 7.8%	4.3%	14 4.5%	13 5.2%	0.7%	3 8.8%	2 4.4%	-4.4%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	2 0.5%	0.5%	0 0.0%	0 0.0%	0.0%	0 0.0%	2 0.8%	0.8%	0 0.0%	0 0.0%	0.0%	0	0	
Female	267 61.9%	253 64.4%	2.4%	52 61.2%	64 62.7%	1.6%	191 60.8%	165 66.0%	5.2%	25 73.5%	27 60.0%	-13.5%	0	0	
Male	164 38.1%	138 35.1%	-2.9%	33 38.8%	38 37.3%	-1.6%	123 39.2%	83 33.2%	-6.0%	9 26.5%	18 40.0%	13.5%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	271 62.9%	230 58.5%	-4.4%	47 55.3%	53 52.0%	-3.3%	210 66.9%	158 63.2%	-3.7%	14 41.2%	19 42.2%	1.0%	0	0	
D, F, W or NC	75 17.4%	88 22.4%	5.0%	17 20.0%	27 26.5%	6.5%	43 13.7%	49 19.6%	5.9%	15 44.1%	12 26.7%	-17.5%	0	0	
DRP or NA	98 22.7%	92 23.4%	0.7%	21 24.7%	23 22.5%	-2.2%	73 23.2%	56 22.4%	-0.8%	4 11.8%	14 31.1%	19.3%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Psychology Courses with Prerequisites

PSYC 258

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	423	234	-189	150	60	-90	276	176	-100	0	0		0	0	
Number of Sections	8	8	0	3	3	0	5	5	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	8 1.9%	1 0.4%	-1.5%	2 1.3%	0 0.0%	-1.3%	6 2.2%	1 0.6%	-1.6%	0	0		0	0	
Asian	22 5.2%	17 7.3%	2.1%	3 2.0%	4 6.7%	4.7%	19 6.9%	13 7.4%	0.5%	0	0		0	0	
African American	59 13.9%	26 11.1%	-2.8%	42 28.0%	16 26.7%	-1.3%	17 6.2%	11 6.3%	0.1%	0	0		0	0	
Caucasian	205 48.5%	126 53.8%	5.4%	50 33.3%	22 36.7%	3.3%	157 56.9%	105 59.7%	2.8%	0	0		0	0	
Hispanic	76 18.0%	29 12.4%	-5.6%	39 26.0%	12 20.0%	-6.0%	38 13.8%	17 9.7%	-4.1%	0	0		0	0	
Filipino	25 5.9%	17 7.3%	1.4%	4 2.7%	2 3.3%	0.7%	21 7.6%	15 8.5%	0.9%	0	0		0	0	
Other	11 2.6%	4 1.7%	-0.9%	3 2.0%	2 3.3%	1.3%	8 2.9%	2 1.1%	-1.8%	0	0		0	0	
Nonrespondent	17 4.0%	14 6.0%	2.0%	7 4.7%	2 3.3%	-1.3%	10 3.6%	12 6.8%	3.2%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.5%	0 0.0%	-0.5%	2 1.3%	0 0.0%	-1.3%	1 0.4%	0 0.0%	-0.4%	0	0		0	0	
Female	291 68.8%	154 65.8%	-3.0%	109 72.7%	41 68.3%	-4.3%	182 65.9%	114 64.8%	-1.2%	0	0		0	0	
Male	129 30.5%	80 34.2%	3.7%	39 26.0%	19 31.7%	5.7%	93 33.7%	62 35.2%	1.5%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	225 53.2%	131 56.0%	2.8%	77 51.3%	31 51.7%	0.3%	148 53.6%	100 56.8%	3.2%	0	0		0	0	
D, F, W or NC	117 27.7%	70 29.9%	2.3%	43 28.7%	20 33.3%	4.7%	74 26.8%	50 28.4%	1.6%	0	0		0	0	
DRP or NA	95 22.5%	37 15.8%	-6.6%	31 20.7%	9 15.0%	-5.7%	66 23.9%	28 15.9%	-8.0%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Psychology Courses with Prerequisites

PSYC 260

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	271	219	-52	85	66	-19	188	155	-33	0	0		0	0	
Number of Sections	7	8	1	2	2	0	5	6	1	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	2 0.7%	4 1.8%	1.1%	1 1.2%	1 1.5%	0.3%	1 0.5%	3 1.9%	1.4%	0	0		0	0	
Asian	20 7.4%	10 4.6%	-2.8%	6 7.1%	1 1.5%	-5.5%	14 7.4%	9 5.8%	-1.6%	0	0		0	0	
African American	33 12.2%	24 11.0%	-1.2%	19 22.4%	19 28.8%	6.4%	14 7.4%	6 3.9%	-3.6%	0	0		0	0	
Caucasian	131 48.3%	115 52.5%	4.2%	34 40.0%	27 40.9%	0.9%	99 52.7%	88 56.8%	4.1%	0	0		0	0	
Hispanic	38 14.0%	33 15.1%	1.0%	16 18.8%	13 19.7%	0.9%	22 11.7%	21 13.5%	1.8%	0	0		0	0	
Filipino	19 7.0%	12 5.5%	-1.5%	2 2.4%	1 1.5%	-0.8%	17 9.0%	11 7.1%	-1.9%	0	0		0	0	
Other	12 4.4%	4 1.8%	-2.6%	2 2.4%	0 0.0%	-2.4%	10 5.3%	4 2.6%	-2.7%	0	0		0	0	
Nonrespondent	16 5.9%	17 7.8%	1.9%	5 5.9%	4 6.1%	0.2%	11 5.9%	13 8.4%	2.5%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	1 0.5%	0.5%	0 0.0%	0 0.0%	0.0%	0 0.0%	1 0.6%	0.6%	0	0		0	0	
Female	176 64.9%	149 68.0%	3.1%	54 63.5%	43 65.2%	1.6%	122 64.9%	107 69.0%	4.1%	0	0		0	0	
Male	95 35.1%	69 31.5%	-3.5%	31 36.5%	23 34.8%	-1.6%	66 35.1%	47 30.3%	-4.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	131 48.3%	105 47.9%	-0.4%	25 29.4%	30 45.5%	16.0%	106 56.4%	75 48.4%	-8.0%	0	0		0	0	
D, F, W or NC	80 29.5%	66 30.1%	0.6%	29 34.1%	20 30.3%	-3.8%	51 27.1%	46 29.7%	2.5%	0	0		0	0	
DRP or NA	71 26.2%	60 27.4%	1.2%	33 38.8%	18 27.3%	-11.6%	38 20.2%	42 27.1%	6.9%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 195B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	132	124	-8	38	36	-2	99	89	-10	0	0		0	0	
Number of Sections	4	4	0	1	1	0	3	3	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	75 56.8%	52 41.9%	-14.9%	16 42.1%	14 38.9%	-3.2%	64 64.6%	38 42.7%	-21.9%	0	0		0	0	
African American	6 4.5%	5 4.0%	-0.5%	3 7.9%	4 11.1%	3.2%	3 3.0%	1 1.1%	-1.9%	0	0		0	0	
Caucasian	27 20.5%	34 27.4%	7.0%	7 18.4%	8 22.2%	3.8%	20 20.2%	26 29.2%	9.0%	0	0		0	0	
Hispanic	11 8.3%	21 16.9%	8.6%	6 15.8%	8 22.2%	6.4%	5 5.1%	13 14.6%	9.6%	0	0		0	0	
Filipino	5 3.8%	6 4.8%	1.1%	2 5.3%	1 2.8%	-2.5%	3 3.0%	5 5.6%	2.6%	0	0		0	0	
Other	5 3.8%	2 1.6%	-2.2%	4 10.5%	1 2.8%	-7.7%	1 1.0%	2 2.2%	1.2%	0	0		0	0	
Nonrespondent	3 2.3%	4 3.2%	1.0%	0 0.0%	0 0.0%	0.0%	3 3.0%	4 4.5%	1.5%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	37 28.0%	29 23.4%	-4.6%	11 28.9%	8 22.2%	-6.7%	28 28.3%	21 23.6%	-4.7%	0	0		0	0	
Male	95 72.0%	95 76.6%	4.6%	27 71.1%	28 77.8%	6.7%	71 71.7%	68 76.4%	4.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	65 49.2%	72 58.1%	8.8%	11 28.9%	21 58.3%	29.4%	54 54.5%	51 57.3%	2.8%	0	0		0	0	
D, F, W or NC	37 28.0%	31 25.0%	-3.0%	18 47.4%	12 33.3%	-14.0%	19 19.2%	19 21.3%	2.2%	0	0		0	0	
DRP or NA	36 27.3%	23 18.5%	-8.7%	8 21.1%	2 5.6%	-15.5%	29 29.3%	21 23.6%	-5.7%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 195C

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	109	96	-13	54	38	-16	62	58	-4	0	0		0	0	
Number of Sections	4	4	0	2	2	0	2	2	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	1 1.0%	1.0%	0 0.0%	1 2.6%	2.6%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	58 53.2%	52 54.2%	1.0%	19 35.2%	19 50.0%	14.8%	42 67.7%	33 56.9%	-10.8%	0	0		0	0	
African American	7 6.4%	5 5.2%	-1.2%	4 7.4%	3 7.9%	0.5%	3 4.8%	2 3.4%	-1.4%	0	0		0	0	
Caucasian	22 20.2%	19 19.8%	-0.4%	15 27.8%	7 18.4%	-9.4%	8 12.9%	12 20.7%	7.8%	0	0		0	0	
Hispanic	11 10.1%	10 10.4%	0.3%	8 14.8%	4 10.5%	-4.3%	4 6.5%	6 10.3%	3.9%	0	0		0	0	
Filipino	3 2.8%	4 4.2%	1.4%	2 3.7%	1 2.6%	-1.1%	2 3.2%	3 5.2%	1.9%	0	0		0	0	
Other	4 3.7%	3 3.1%	-0.5%	3 5.6%	3 7.9%	2.3%	2 3.2%	0 0.0%	-3.2%	0	0		0	0	
Nonrespondent	4 3.7%	2 2.1%	-1.6%	3 5.6%	0 0.0%	-5.6%	1 1.6%	2 3.4%	1.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.9%	1 1.0%	0.1%	1 1.9%	0 0.0%	-1.9%	0 0.0%	1 1.7%	1.7%	0	0		0	0	
Female	25 22.9%	17 17.7%	-5.2%	7 13.0%	9 23.7%	10.7%	20 32.3%	8 13.8%	-18.5%	0	0		0	0	
Male	83 76.1%	78 81.3%	5.1%	46 85.2%	29 76.3%	-8.9%	42 67.7%	49 84.5%	16.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	75 68.8%	79 82.3%	13.5%	33 61.1%	31 81.6%	20.5%	42 67.7%	48 82.8%	15.0%	0	0		0	0	
D, F, W or NC	15 13.8%	4 4.2%	-9.6%	8 14.8%	1 2.6%	-12.2%	7 11.3%	3 5.2%	-6.1%	0	0		0	0	
DRP or NA	36 33.0%	17 17.7%	-15.3%	17 31.5%	7 18.4%	-13.1%	19 30.6%	10 17.2%	-13.4%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 125B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	16	15	-1	0	0		16	15	-1	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	5 31.3%	2 13.3%	-17.9%	0	0		5 31.3%	2 13.3%	-17.9%	0	0		0	0	
African American	0 0.0%	1 6.7%	6.7%	0	0		0 0.0%	1 6.7%	6.7%	0	0		0	0	
Caucasian	9 56.3%	8 53.3%	-2.9%	0	0		9 56.3%	8 53.3%	-2.9%	0	0		0	0	
Hispanic	0 0.0%	1 6.7%	6.7%	0	0		0 0.0%	1 6.7%	6.7%	0	0		0	0	
Filipino	1 6.3%	1 6.7%	0.4%	0	0		1 6.3%	1 6.7%	0.4%	0	0		0	0	
Other	0 0.0%	1 6.7%	6.7%	0	0		0 0.0%	1 6.7%	6.7%	0	0		0	0	
Nonrespondent	1 6.3%	1 6.7%	0.4%	0	0		1 6.3%	1 6.7%	0.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	9 56.3%	7 46.7%	-9.6%	0	0		9 56.3%	7 46.7%	-9.6%	0	0		0	0	
Male	7 43.8%	8 53.3%	9.6%	0	0		7 43.8%	8 53.3%	9.6%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	10 62.5%	14 93.3%	30.8%	0	0		10 62.5%	14 93.3%	30.8%	0	0		0	0	
D, F, W or NC	2 12.5%	0 0.0%	-12.5%	0	0		2 12.5%	0 0.0%	-12.5%	0	0		0	0	
DRP or NA	4 25.0%	1 6.7%	-18.3%	0	0		4 25.0%	1 6.7%	-18.3%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

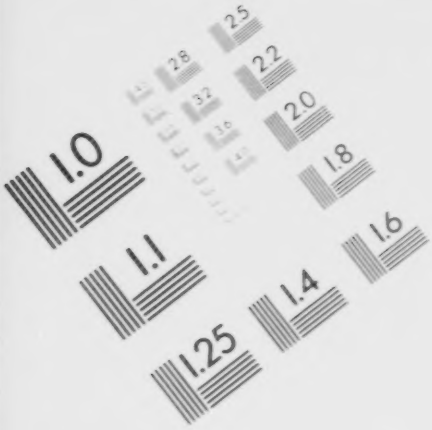
PHYS 195A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	247	230	-17	80	59	-21	175	183	8	0	0		0	0	
Number of Sections	10	10	0	4	4	0	6	6	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	3 1.2%	0 0.0%	-1.2%	1 1.3%	0 0.0%	-1.3%	2 1.1%	0 0.0%	-1.1%	0	0		0	0	
Asian	103 41.7%	113 49.1%	7.4%	35 43.8%	39 66.1%	22.4%	74 42.3%	84 45.9%	3.6%	0	0		0	0	
African American	11 4.5%	9 3.9%	-0.5%	7 8.8%	2 3.4%	-5.4%	4 2.3%	7 3.8%	1.5%	0	0		0	0	
Caucasian	63 25.5%	70 30.4%	4.9%	8 10.0%	8 13.6%	3.6%	56 32.0%	63 34.4%	2.4%	0	0		0	0	
Hispanic	30 12.1%	17 7.4%	-4.8%	17 21.3%	3 5.1%	-16.2%	13 7.4%	14 7.7%	0.2%	0	0		0	0	
Filipino	17 6.9%	11 4.8%	-2.1%	5 6.3%	3 5.1%	-1.2%	13 7.4%	8 4.4%	-3.1%	0	0		0	0	
Other	9 3.6%	2 0.9%	-2.8%	4 5.0%	1 1.7%	-3.3%	5 2.9%	2 1.1%	-1.8%	0	0		0	0	
Nonrespondent	11 4.5%	8 3.5%	-1.0%	3 3.8%	3 5.1%	1.3%	8 4.6%	5 2.7%	-1.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.8%	0 0.0%	-0.8%	0 0.0%	0 0.0%	0.0%	2 1.1%	0 0.0%	-1.1%	0	0		0	0	
Female	68 27.5%	69 30.0%	2.5%	28 35.0%	17 28.8%	-6.2%	45 25.7%	56 30.6%	4.9%	0	0		0	0	
Male	177 71.7%	161 70.0%	-1.7%	52 65.0%	42 71.2%	6.2%	128 73.1%	127 69.4%	-3.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	109 44.1%	105 45.7%	1.5%	35 43.8%	31 52.5%	8.8%	74 42.3%	74 40.4%	-1.8%	0	0		0	0	
D, F, W or NC	96 38.9%	84 36.5%	-2.3%	31 38.8%	19 32.2%	-6.5%	65 37.1%	65 35.5%	-1.6%	0	0		0	0	
DRP or NA	75 30.4%	86 37.4%	7.0%	29 36.3%	35 59.3%	23.1%	49 28.0%	55 30.1%	2.1%	0	0		0	0	



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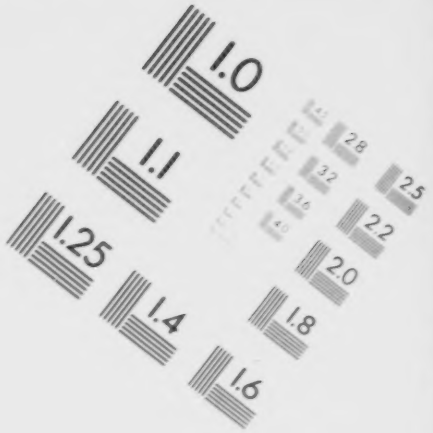

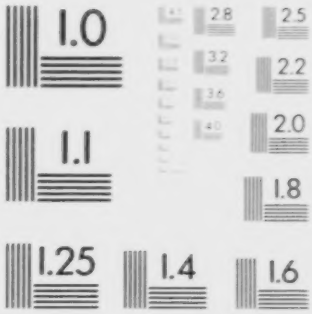

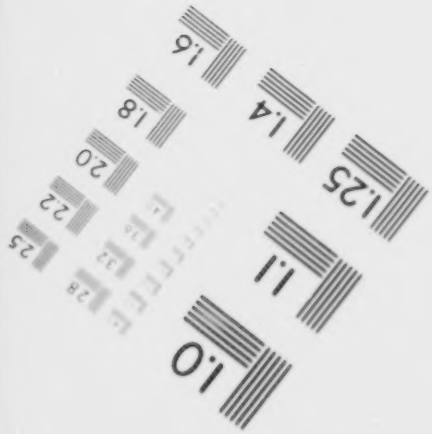

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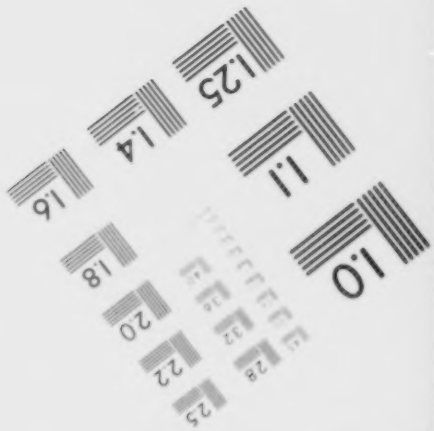

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 124B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	16	16	0	0	0		16	16	0	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	5 31.3%	2 12.5%	-18.8%	0	0		5 31.3%	2 12.5%	-18.8%	0	0		0	0	
African American	0 0.0%	1 6.3%	6.3%	0	0		0 0.0%	1 6.3%	6.3%	0	0		0	0	
Caucasian	9 56.3%	8 50.0%	-6.3%	0	0		9 56.3%	8 50.0%	-6.3%	0	0		0	0	
Hispanic	0 0.0%	1 6.3%	6.3%	0	0		0 0.0%	1 6.3%	6.3%	0	0		0	0	
Filipino	1 6.3%	1 6.3%	0.0%	0	0		1 6.3%	1 6.3%	0.0%	0	0		0	0	
Other	0 0.0%	1 6.3%	6.3%	0	0		0 0.0%	1 6.3%	6.3%	0	0		0	0	
Nonrespondent	1 6.3%	2 12.5%	6.3%	0	0		1 6.3%	2 12.5%	6.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	9 56.3%	7 43.8%	-12.5%	0	0		9 56.3%	7 43.8%	-12.5%	0	0		0	0	
Male	7 43.8%	9 56.3%	12.5%	0	0		7 43.8%	9 56.3%	12.5%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	11 68.8%	15 93.8%	25.0%	0	0		11 68.8%	15 93.8%	25.0%	0	0		0	0	
D, F, W or NC	2 12.5%	0 0.0%	-12.5%	0	0		2 12.5%	0 0.0%	-12.5%	0	0		0	0	
DRP or NA	3 18.8%	1 6.3%	-12.5%	0	0		3 18.8%	1 6.3%	-12.5%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 125A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	189	123	-66	92	41	-51	99	82	-17	0	0		0	0	
Number of Sections	5	5	0	2	2	0	3	3	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	3 2.4%	2.4%	0 0.0%	0 0.0%	0.0%	0 0.0%	3 3.7%	3.7%	0	0		0	0	
Asian	30 15.9%	18 14.6%	-1.2%	9 9.8%	6 14.6%	4.9%	21 21.2%	12 14.6%	-6.6%	0	0		0	0	
African American	10 5.3%	8 6.5%	1.2%	8 8.7%	6 14.6%	5.9%	2 2.0%	2 2.4%	0.4%	0	0		0	0	
Caucasian	92 48.7%	60 48.8%	0.1%	48 52.2%	15 36.6%	-15.6%	46 46.5%	45 54.9%	8.4%	0	0		0	0	
Hispanic	20 10.6%	10 8.1%	-2.6%	15 16.3%	5 12.2%	-4.1%	5 5.1%	5 6.1%	1.0%	0	0		0	0	
Filipino	17 9.0%	10 8.1%	-0.9%	2 2.2%	2 4.9%	2.7%	15 15.2%	8 9.8%	-5.4%	0	0		0	0	
Other	9 4.8%	4 3.3%	-1.5%	5 5.4%	1 2.4%	-3.0%	4 4.0%	3 3.7%	-0.4%	0	0		0	0	
Nonrespondent	11 5.8%	10 8.1%	2.3%	5 5.4%	6 14.6%	9.2%	6 6.1%	4 4.9%	-1.2%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 1.1%	0 0.0%	-1.1%	0 0.0%	0 0.0%	0.0%	2 2.0%	0 0.0%	-2.0%	0	0		0	0	
Female	79 41.8%	53 43.1%	1.3%	44 47.8%	18 43.9%	-3.9%	35 35.4%	35 42.7%	7.3%	0	0		0	0	
Male	108 57.1%	70 56.9%	-0.2%	48 52.2%	23 56.1%	3.9%	62 62.6%	47 57.3%	-5.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	89 47.1%	58 47.2%	0.1%	48 52.2%	19 46.3%	-5.8%	41 41.4%	39 47.6%	6.1%	0	0		0	0	
D, F, W or NC	56 29.6%	41 33.3%	3.7%	24 26.1%	15 36.6%	10.5%	32 32.3%	26 31.7%	-0.6%	0	0		0	0	
DRP or NA	48 25.4%	30 24.4%	-1.0%	20 21.7%	8 19.5%	-2.2%	29 29.3%	22 26.8%	-2.5%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 121A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	43	18	-25	43	18	-25	0	0		0	0		0	0	
Number of Sections	2	2	0	2	2	0	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Asian	3 7.0%	3 16.7%	9.7%	3 7.0%	3 16.7%	9.7%	0	0		0	0		0	0	
African American	1 2.3%	1 5.6%	3.2%	1 2.3%	1 5.6%	3.2%	0	0		0	0		0	0	
Caucasian	24 55.8%	9 50.0%	-5.8%	24 55.8%	9 50.0%	-5.8%	0	0		0	0		0	0	
Hispanic	5 11.6%	2 11.1%	-0.5%	5 11.6%	2 11.1%	-0.5%	0	0		0	0		0	0	
Filipino	2 4.7%	0 0.0%	-4.7%	2 4.7%	0 0.0%	-4.7%	0	0		0	0		0	0	
Other	4 9.3%	1 5.6%	-3.7%	4 9.3%	1 5.6%	-3.7%	0	0		0	0		0	0	
Nonrespondent	4 9.3%	2 11.1%	1.8%	4 9.3%	2 11.1%	1.8%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Female	23 53.5%	8 44.4%	-9.0%	23 53.5%	8 44.4%	-9.0%	0	0		0	0		0	0	
Male	20 46.5%	10 55.6%	9.0%	20 46.5%	10 55.6%	9.0%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	25 58.1%	15 83.3%	25.2%	25 58.1%	15 83.3%	25.2%	0	0		0	0		0	0	
D, F, W or NC	8 18.6%	1 5.6%	-13.0%	8 18.6%	1 5.6%	-13.0%	0	0		0	0		0	0	
DRP or NA	16 37.2%	3 16.7%	-20.5%	16 37.2%	3 16.7%	-20.5%	0	0		0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 124A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	97	90	-7	0	0		97	90	-7	0	0		0	0	
Number of Sections	3	3	0	0	0		3	3	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	3 3.3%	3.3%	0	0		0 0.0%	3 3.3%	3.3%	0	0		0	0	
Asian	21 21.6%	13 14.4%	-7.2%	0	0		21 21.6%	13 14.4%	-7.2%	0	0		0	0	
African American	2 2.1%	2 2.2%	0.2%	0	0		2 2.1%	2 2.2%	0.2%	0	0		0	0	
Caucasian	44 45.4%	50 55.6%	10.2%	0	0		44 45.4%	50 55.6%	10.2%	0	0		0	0	
Hispanic	5 5.2%	5 5.6%	0.4%	0	0		5 5.2%	5 5.6%	0.4%	0	0		0	0	
Filipino	15 15.5%	10 11.1%	-4.4%	0	0		15 15.5%	10 11.1%	-4.4%	0	0		0	0	
Other	4 4.1%	3 3.3%	-0.8%	0	0		4 4.1%	3 3.3%	-0.8%	0	0		0	0	
Nonrespondent	6 6.2%	4 4.4%	-1.7%	0	0		6 6.2%	4 4.4%	-1.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 2.1%	0 0.0%	-2.1%	0	0		2 2.1%	0 0.0%	-2.1%	0	0		0	0	
Female	33 34.0%	38 42.2%	8.2%	0	0		33 34.0%	38 42.2%	8.2%	0	0		0	0	
Male	62 63.9%	52 57.8%	-6.1%	0	0		62 63.9%	52 57.8%	-6.1%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	41 42.3%	40 44.4%	2.2%	0	0		41 42.3%	40 44.4%	2.2%	0	0		0	0	
D, F, W or NC	30 30.9%	27 30.0%	-0.9%	0	0		30 30.9%	27 30.0%	-0.9%	0	0		0	0	
DRP or NA	27 27.8%	26 28.9%	1.1%	0	0		27 27.8%	26 28.9%	1.1%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Philosophy Courses with Prerequisites

PHIL 205

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	35	35	0	35	35	0	0	0		0	0		0	0	
Number of Sections	2	3	1	2	3	1	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 2.9%	0 0.0%	-2.9%	1 2.9%	0 0.0%	-2.9%	0	0		0	0		0	0	
Asian	3 8.6%	0 0.0%	-8.6%	3 8.6%	0 0.0%	-8.6%	0	0		0	0		0	0	
African American	5 14.3%	11 31.4%	17.1%	5 14.3%	11 31.4%	17.1%	0	0		0	0		0	0	
Caucasian	11 31.4%	10 28.6%	-2.9%	11 31.4%	10 28.6%	-2.9%	0	0		0	0		0	0	
Hispanic	11 31.4%	11 31.4%	0.0%	11 31.4%	11 31.4%	0.0%	0	0		0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Other	3 8.6%	1 2.9%	-5.7%	3 8.6%	1 2.9%	-5.7%	0	0		0	0		0	0	
Nonrespondent	1 2.9%	2 5.7%	2.9%	1 2.9%	2 5.7%	2.9%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Female	15 42.9%	18 51.4%	8.6%	15 42.9%	18 51.4%	8.6%	0	0		0	0		0	0	
Male	20 57.1%	17 48.6%	-8.6%	20 57.1%	17 48.6%	-8.6%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	7 20.0%	23 65.7%	45.7%	7 20.0%	23 65.7%	45.7%	0	0		0	0		0	0	
D, F, W or NC	10 28.6%	9 25.7%	-2.9%	10 28.6%	9 25.7%	-2.9%	0	0		0	0		0	0	
DRP or NA	18 51.4%	2 5.7%	-45.7%	18 51.4%	2 5.7%	-45.7%	0	0		0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

PHYS 120A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	93	40	-53	93	40	-53	0	0		0	0		0	0	
Number of Sections	2	2	0	2	2	0	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Asian	9 9.7%	6 15.0%	5.3%	9 9.7%	6 15.0%	5.3%	0	0		0	0		0	0	
African American	8 8.6%	6 15.0%	6.4%	8 8.6%	6 15.0%	6.4%	0	0		0	0		0	0	
Caucasian	49 52.7%	15 37.5%	-15.2%	49 52.7%	15 37.5%	-15.2%	0	0		0	0		0	0	
Hispanic	14 15.1%	4 10.0%	-5.1%	14 15.1%	4 10.0%	-5.1%	0	0		0	0		0	0	
Filipino	3 3.2%	2 5.0%	1.8%	3 3.2%	2 5.0%	1.8%	0	0		0	0		0	0	
Other	5 5.4%	1 2.5%	-2.9%	5 5.4%	1 2.5%	-2.9%	0	0		0	0		0	0	
Nonrespondent	5 5.4%	6 15.0%	9.6%	5 5.4%	6 15.0%	9.6%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Female	44 47.3%	18 45.0%	-2.3%	44 47.3%	18 45.0%	-2.3%	0	0		0	0		0	0	
Male	49 52.7%	22 55.0%	2.3%	49 52.7%	22 55.0%	2.3%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	48 51.6%	19 47.5%	-4.1%	48 51.6%	19 47.5%	-4.1%	0	0		0	0		0	0	
D, F, W or NC	24 25.8%	15 37.5%	11.7%	24 25.8%	15 37.5%	11.7%	0	0		0	0		0	0	
DRP or NA	21 22.6%	7 17.5%	-5.1%	21 22.6%	7 17.5%	-5.1%	0	0		0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 254

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	125	151	26	16	20	4	111	107	-4	0	29		0	0	
Number of Sections	3	4	1	1	1	0	2	2	0	0	1		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 0.8%	1 0.7%	-0.1%	0 0.0%	0 0.0%	0.0%	1 0.9%	1 0.9%	0.0%	0	0 0.0%		0	0	
Asian	55 44.0%	81 53.6%	9.6%	3 18.8%	10 50.0%	31.3%	52 46.8%	61 57.0%	10.2%	0	13 44.8%		0	0	
African American	5 4.0%	5 3.3%	-0.7%	3 18.8%	1 5.0%	-13.8%	2 1.8%	3 2.8%	1.0%	0	1 3.4%		0	0	
Caucasian	41 32.8%	37 24.5%	-8.3%	4 25.0%	3 15.0%	-10.0%	38 34.2%	22 20.6%	-13.7%	0	13 44.8%		0	0	
Hispanic	14 11.2%	9 6.0%	-5.2%	4 25.0%	3 15.0%	-10.0%	11 9.9%	5 4.7%	-5.2%	0	2 6.9%		0	0	
Filipino	2 1.6%	8 5.3%	3.7%	0 0.0%	2 10.0%	10.0%	2 1.8%	6 5.6%	3.8%	0	0 0.0%		0	0	
Other	1 0.8%	3 2.0%	1.2%	0 0.0%	0 0.0%	0.0%	1 0.9%	3 2.8%	1.9%	0	0 0.0%		0	0	
Nonrespondent	6 4.8%	7 4.6%	-0.2%	2 12.5%	1 5.0%	-7.5%	4 3.6%	6 5.6%	2.0%	0	0 0.0%		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.8%	0 0.0%	-0.8%	0 0.0%	0 0.0%	0.0%	1 0.9%	0 0.0%	-0.9%	0	0 0.0%		0	0	
Female	24 19.2%	37 24.5%	5.3%	4 25.0%	5 25.0%	0.0%	20 18.0%	23 21.5%	3.5%	0	9 31.0%		0	0	
Male	100 80.0%	114 75.5%	-4.5%	12 75.0%	15 75.0%	0.0%	90 81.1%	84 78.5%	-2.6%	0	20 69.0%		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	66 52.8%	102 67.5%	14.7%	5 31.3%	5 25.0%	-6.3%	61 55.0%	76 71.0%	16.1%	0	21 72.4%		0	0	
D, F, W or NC	36 28.8%	35 23.2%	-5.6%	6 37.5%	5 25.0%	-12.5%	30 27.0%	25 23.4%	-3.7%	0	5 17.2%		0	0	
DRP or NA	27 21.6%	23 15.2%	-6.4%	4 25.0%	10 50.0%	25.0%	23 20.7%	11 10.3%	-10.4%	0	3 10.3%		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 255

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	89	73	-16	21	23	2	34	38	4	38	14	-24	0	0	
Number of Sections	3	3	0	1	1	0	1	1	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	50 56.2%	43 58.9%	2.7%	6 28.6%	11 47.8%	19.3%	21 61.8%	25 65.8%	4.0%	27 71.1%	9 64.3%	-6.8%	0	0	
African American	7 7.9%	8 11.0%	3.1%	2 9.5%	4 17.4%	7.9%	3 8.8%	4 10.5%	1.7%	2 5.3%	0 0.0%	-5.3%	0	0	
Caucasian	15 16.9%	13 17.8%	1.0%	6 28.6%	3 13.0%	-15.5%	3 8.8%	5 13.2%	4.3%	6 15.8%	5 35.7%	19.9%	0	0	
Hispanic	7 7.9%	4 5.5%	-2.4%	3 14.3%	4 17.4%	3.1%	4 11.8%	0 0.0%	-11.8%	0 0.0%	0 0.0%	0.0%	0	0	
Filipino	5 5.6%	1 1.4%	-4.2%	1 4.8%	0 0.0%	-4.8%	2 5.9%	1 2.6%	-3.3%	2 5.3%	0 0.0%	-5.3%	0	0	
Other	2 2.2%	0 0.0%	-2.2%	1 4.8%	0 0.0%	-4.8%	1 2.9%	0 0.0%	-2.9%	0 0.0%	0 0.0%	0.0%	0	0	
Nonrespondent	3 3.4%	4 5.5%	2.1%	2 9.5%	1 4.3%	-5.2%	0 0.0%	3 7.9%	7.9%	1 2.6%	0 0.0%	-2.6%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0	
Female	16 18.0%	16 21.9%	3.9%	2 9.5%	3 13.0%	3.5%	7 20.6%	13 34.2%	13.6%	9 23.7%	0 0.0%	-23.7%	0	0	
Male	73 82.0%	57 78.1%	-3.9%	19 90.5%	20 87.0%	-3.5%	27 79.4%	25 65.8%	-13.6%	29 76.3%	14 100.0%	23.7%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	31 34.8%	51 69.9%	35.0%	3 14.3%	14 60.9%	46.6%	11 32.4%	27 71.1%	38.7%	17 44.7%	10 71.4%	26.7%	0	0	
D, F, W or NC	30 33.7%	15 20.5%	-13.2%	11 52.4%	7 30.4%	-21.9%	12 35.3%	6 15.8%	-19.5%	7 18.4%	2 14.3%	-4.1%	0	0	
DRP or NA	31 34.8%	8 11.0%	-23.9%	7 33.3%	1 4.3%	-29.0%	10 29.4%	5 13.2%	-16.3%	14 36.8%	2 14.3%	-22.6%	0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 245

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	57	61	4	0	0		57	61	4	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	33 57.9%	42 68.9%	11.0%	0	0		33 57.9%	42 68.9%	11.0%	0	0		0	0	
African American	3 5.3%	3 4.9%	-0.3%	0	0		3 5.3%	3 4.9%	-0.3%	0	0		0	0	
Caucasian	12 21.1%	10 16.4%	-4.7%	0	0		12 21.1%	10 16.4%	-4.7%	0	0		0	0	
Hispanic	5 8.8%	2 3.3%	-5.5%	0	0		5 8.8%	2 3.3%	-5.5%	0	0		0	0	
Filipino	1 1.8%	2 3.3%	1.5%	0	0		1 1.8%	2 3.3%	1.5%	0	0		0	0	
Other	2 3.5%	0 0.0%	-3.5%	0	0		2 3.5%	0 0.0%	-3.5%	0	0		0	0	
Nonrespondent	1 1.8%	2 3.3%	1.5%	0	0		1 1.8%	2 3.3%	1.5%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	13 22.8%	22 36.1%	13.3%	0	0		13 22.8%	22 36.1%	13.3%	0	0		0	0	
Male	44 77.2%	39 63.9%	-13.3%	0	0		44 77.2%	39 63.9%	-13.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	38 66.7%	22 36.1%	-30.6%	0	0		38 66.7%	22 36.1%	-30.6%	0	0		0	0	
D, F, W or NC	14 24.6%	27 44.3%	19.7%	0	0		14 24.6%	27 44.3%	19.7%	0	0		0	0	
DRP or NA	5 8.8%	12 19.7%	10.9%	0	0		5 8.8%	12 19.7%	10.9%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 252

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	234	189	-45	49	32	-17	144	143	-1	48	29	-19	0	0	
Number of Sections	6	6	0	2	2	0	3	3	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	2 0.9%	3 1.6%	0.7%	0 0.0%	0 0.0%	0.0%	2 1.4%	3 2.1%	0.7%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	116 49.6%	71 37.6%	-12.0%	18 36.7%	10 31.3%	-5.5%	73 50.7%	51 35.7%	-15.0%	30 62.5%	15 51.7%	-10.8%	0	0	
African American	9 3.8%	6 3.2%	-0.7%	3 6.1%	5 15.6%	9.5%	5 3.5%	1 0.7%	-2.8%	1 2.1%	0 0.0%	-2.1%	0	0	
Caucasian	56 23.9%	67 35.4%	11.5%	11 22.4%	7 21.9%	-0.6%	39 27.1%	57 39.9%	12.8%	8 16.7%	8 27.6%	10.9%	0	0	
Hispanic	16 6.8%	17 9.0%	2.2%	6 12.2%	5 15.6%	3.4%	8 5.6%	11 7.7%	2.1%	2 4.2%	2 6.9%	2.7%	0	0	
Filipino	17 7.3%	13 6.9%	-0.4%	6 12.2%	3 9.4%	-2.9%	7 4.9%	9 6.3%	1.4%	4 8.3%	3 10.3%	2.0%	0	0	
Other	10 4.3%	3 1.6%	-2.7%	4 8.2%	1 3.1%	-5.0%	4 2.8%	2 1.4%	-1.4%	2 4.2%	1 3.4%	-0.7%	0	0	
Nonrespondent	8 3.4%	9 4.8%	1.3%	1 2.0%	1 3.1%	1.1%	6 4.2%	9 6.3%	2.1%	1 2.1%	0 0.0%	-2.1%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.4%	0 0.0%	-0.4%	0 0.0%	0 0.0%	0.0%	1 0.7%	0 0.0%	-0.7%	0 0.0%	0 0.0%	0.0%	0	0	
Female	60 25.6%	53 28.0%	2.4%	10 20.4%	9 28.1%	7.7%	38 26.4%	41 28.7%	2.3%	15 31.3%	9 31.0%	-0.2%	0	0	
Male	173 73.9%	136 72.0%	-2.0%	39 79.6%	23 71.9%	-7.7%	105 72.9%	102 71.3%	-1.6%	33 68.8%	20 69.0%	0.2%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	118 50.4%	84 44.4%	-6.0%	20 40.8%	18 56.3%	15.4%	67 46.5%	49 34.3%	-12.3%	31 64.6%	17 58.6%	-6.0%	0	0	
D, F, W or NC	75 32.1%	69 36.5%	4.5%	21 42.9%	5 15.6%	-27.2%	47 32.6%	56 39.2%	6.5%	7 14.6%	8 27.6%	13.0%	0	0	
DRP or NA	52 22.2%	58 30.7%	8.5%	9 18.4%	11 34.4%	16.0%	34 23.6%	46 32.2%	8.6%	10 20.8%	4 13.8%	-7.0%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 151

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	302	314	12	45	62	17	225	234	9	38	32	-6	0	0	
Number of Sections	9	9	0	2	2	0	6	6	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 0.3%	2 0.6%	0.3%	0 0.0%	0 0.0%	0.0%	1 0.4%	1 0.4%	0.0%	0 0.0%	1 3.1%	3.1%	0	0	
Asian	96 31.8%	94 29.9%	-1.9%	15 33.3%	14 22.6%	-10.8%	73 32.4%	69 29.5%	-3.0%	8 21.1%	14 43.8%	22.7%	0	0	
African American	12 4.0%	13 4.1%	0.2%	3 6.7%	7 11.3%	4.6%	8 3.6%	7 3.0%	-0.6%	2 5.3%	0 0.0%	-5.3%	0	0	
Caucasian	122 40.4%	134 42.7%	2.3%	11 24.4%	21 33.9%	9.4%	97 43.1%	111 47.4%	4.3%	15 39.5%	9 28.1%	-11.3%	0	0	
Hispanic	28 9.3%	29 9.2%	0.0%	11 24.4%	11 17.7%	-6.7%	15 6.7%	16 6.8%	0.2%	3 7.9%	2 6.3%	-1.6%	0	0	
Filipino	21 7.0%	27 8.6%	1.6%	3 6.7%	3 4.8%	-1.8%	13 5.8%	20 8.5%	2.8%	6 15.8%	5 15.6%	-0.2%	0	0	
Other	12 4.0%	7 2.2%	-1.7%	1 2.2%	3 4.8%	2.6%	9 4.0%	5 2.1%	-1.9%	4 10.5%	1 3.1%	-7.4%	0	0	
Nonrespondent	10 3.3%	8 2.5%	-0.8%	1 2.2%	3 4.8%	2.6%	9 4.0%	5 2.1%	-1.9%	0 0.0%	0 0.0%	0.0%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0	
Female	83 27.5%	103 32.8%	5.3%	9 20.0%	15 24.2%	4.2%	62 27.6%	79 33.8%	6.2%	15 39.5%	13 40.6%	1.2%	0	0	
Male	219 72.5%	211 67.2%	-5.3%	36 80.0%	47 75.8%	-4.2%	163 72.4%	155 66.2%	-6.2%	23 60.5%	19 59.4%	-1.2%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	141 46.7%	155 49.4%	2.7%	16 35.6%	29 46.8%	11.2%	103 45.8%	109 46.6%	0.8%	22 57.9%	17 53.1%	-4.8%	0	0	
D, F, W or NC	105 34.8%	105 33.4%	-1.3%	21 46.7%	26 41.9%	-4.7%	76 33.8%	74 31.6%	-2.2%	8 21.1%	5 15.6%	-5.4%	0	0	
DRP or NA	87 28.8%	85 27.1%	-1.7%	10 22.2%	11 17.7%	-4.5%	70 31.1%	69 29.5%	-1.6%	8 21.1%	10 31.3%	10.2%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 210A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	225	201	-24	84	66	-18	142	137	-5	0	0		0	0	
Number of Sections	5	5	0	2	2	0	3	3	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	2 0.9%	0 0.0%	-0.9%	2 2.4%	0 0.0%	-2.4%	1 0.7%	0 0.0%	-0.7%	0	0		0	0	
Asian	17 7.6%	14 7.0%	-0.6%	4 4.8%	4 6.1%	1.3%	13 9.2%	11 8.0%	-1.1%	0	0		0	0	
African American	23 10.2%	21 10.4%	0.2%	13 15.5%	15 22.7%	7.3%	10 7.0%	6 4.4%	-2.7%	0	0		0	0	
Caucasian	119 52.9%	107 53.2%	0.3%	30 35.7%	29 43.9%	8.2%	89 62.7%	79 57.7%	-5.0%	0	0		0	0	
Hispanic	44 19.6%	32 15.9%	-3.6%	29 34.5%	13 19.7%	-14.8%	15 10.6%	19 13.9%	3.3%	0	0		0	0	
Filipino	10 4.4%	8 4.0%	-0.5%	2 2.4%	0 0.0%	-2.4%	8 5.6%	8 5.8%	0.2%	0	0		0	0	
Other	1 0.4%	4 2.0%	1.5%	0 0.0%	0 0.0%	0.0%	1 0.7%	4 2.9%	2.2%	0	0		0	0	
Nonrespondent	9 4.0%	15 7.5%	3.5%	4 4.8%	5 7.6%	2.8%	5 3.5%	10 7.3%	3.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.9%	2 1.0%	0.1%	1 1.2%	1 1.5%	0.3%	1 0.7%	1 0.7%	0.0%	0	0		0	0	
Female	181 80.4%	157 78.1%	-2.3%	66 78.6%	45 68.2%	-10.4%	116 81.7%	113 82.5%	0.8%	0	0		0	0	
Male	42 18.7%	42 20.9%	2.2%	17 20.2%	20 30.3%	10.1%	25 17.6%	23 16.8%	-0.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	127 56.4%	114 56.7%	0.3%	39 46.4%	40 60.6%	14.2%	88 62.0%	74 54.0%	-8.0%	0	0		0	0	
D, F, W or NC	64 28.4%	57 28.4%	-0.1%	28 33.3%	15 22.7%	-10.6%	36 25.4%	42 30.7%	5.3%	0	0		0	0	
DRP or NA	42 18.7%	35 17.4%	-1.3%	19 22.6%	10 15.2%	-7.5%	23 16.2%	25 18.2%	2.1%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 141

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	454	419	-35	113	119	6	291	234	-57	55	72	17	0	0	
Number of Sections	12	11	-1	4	3	-1	6	6	0	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	5 1.1%	4 1.0%	-0.1%	1 0.9%	1 0.8%	0.0%	4 1.4%	2 0.9%	-0.5%	0 0.0%	1 1.4%	1.4%	0	0	
Asian	102 22.5%	90 21.5%	-1.0%	18 15.9%	19 16.0%	0.0%	74 25.4%	55 23.5%	-1.9%	10 18.2%	18 25.0%	6.8%	0	0	
African American	35 7.7%	32 7.6%	-0.1%	21 18.6%	19 16.0%	-2.6%	14 4.8%	9 3.8%	-1.0%	0 0.0%	4 5.6%	5.6%	0	0	
Caucasian	178 39.2%	170 40.6%	1.4%	34 30.1%	34 28.6%	-1.5%	125 43.0%	116 49.6%	6.6%	21 38.2%	23 31.9%	-6.2%	0	0	
Hispanic	54 11.9%	50 11.9%	0.0%	25 22.1%	25 21.0%	-1.1%	26 8.9%	19 8.1%	-0.8%	4 7.3%	6 8.3%	1.1%	0	0	
Filipino	37 8.1%	35 8.4%	0.2%	2 1.8%	4 3.4%	1.6%	25 8.6%	18 7.7%	-0.9%	12 21.8%	13 18.1%	-3.8%	0	0	
Other	17 3.7%	17 4.1%	0.3%	5 4.4%	9 7.6%	3.1%	9 3.1%	6 2.6%	-0.5%	3 5.5%	3 4.2%	-1.3%	0	0	
Nonrespondent	26 5.7%	21 5.0%	-0.7%	7 6.2%	8 6.7%	0.5%	14 4.8%	9 3.8%	-1.0%	5 9.1%	4 5.6%	-3.5%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	4 0.9%	1 0.2%	-0.6%	1 0.9%	1 0.8%	0.0%	1 0.3%	0 0.0%	-0.3%	2 3.6%	0 0.0%	-3.6%	0	0	
Female	144 31.7%	146 34.8%	3.1%	34 30.1%	40 33.6%	3.5%	95 32.6%	85 36.3%	3.7%	18 32.7%	23 31.9%	-0.8%	0	0	
Male	306 67.4%	272 64.9%	-2.5%	78 69.0%	78 65.5%	-3.5%	195 67.0%	149 63.7%	-3.3%	35 63.6%	49 68.1%	4.4%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	138 30.4%	184 43.9%	13.5%	32 28.3%	59 49.6%	21.3%	89 30.6%	96 41.0%	10.4%	17 30.9%	29 40.3%	9.4%	0	0	
D, F, W or NC	216 47.6%	152 36.3%	-11.3%	56 49.6%	35 29.4%	-20.1%	140 48.1%	90 38.5%	-9.6%	20 36.4%	27 37.5%	1.1%	0	0	
DRP or NA	121 26.7%	92 22.0%	-4.7%	31 27.4%	22 18.5%	-8.9%	74 25.4%	57 24.4%	-1.1%	18 32.7%	14 19.4%	-13.3%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 150

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	985	931	-54	108	107	-1	803	755	-48	83	75	-8	0	0	
Number of Sections	30	31	1	3	4	1	25	25	0	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	8 0.8%	7 0.8%	-0.1%	1 0.9%	0 0.0%	-0.9%	7 0.9%	7 0.9%	0.1%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	299 30.4%	244 26.2%	-4.1%	34 31.5%	13 12.1%	-19.3%	239 29.8%	213 28.2%	-1.6%	32 38.6%	20 26.7%	-11.9%	0	0	
African American	38 3.9%	30 3.2%	-0.6%	12 11.1%	9 8.4%	-2.7%	23 2.9%	20 2.6%	-0.2%	3 3.6%	2 2.7%	-0.9%	0	0	
Caucasian	369 37.5%	357 38.3%	0.9%	19 17.6%	32 29.9%	12.3%	327 40.7%	297 39.3%	-1.4%	26 31.3%	29 38.7%	7.3%	0	0	
Hispanic	96 9.7%	100 10.7%	1.0%	23 21.3%	34 31.8%	10.5%	70 8.7%	63 8.3%	-0.4%	3 3.6%	4 5.3%	1.7%	0	0	
Filipino	88 8.9%	110 11.8%	2.9%	6 5.6%	8 7.5%	1.9%	67 8.3%	86 11.4%	3.0%	15 18.1%	17 22.7%	4.6%	0	0	
Other	24 2.4%	25 2.7%	0.2%	6 5.6%	2 1.9%	-3.7%	15 1.9%	22 2.9%	1.0%	3 3.6%	1 1.3%	-2.3%	0	0	
Nonrespondent	63 6.4%	58 6.2%	-0.2%	7 6.5%	9 8.4%	1.9%	55 6.8%	47 6.2%	-0.6%	1 1.2%	2 2.7%	1.5%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.1%	4 0.4%	0.3%	1 0.9%	1 0.9%	0.0%	0 0.0%	2 0.3%	0.3%	0 0.0%	1 1.3%	1.3%	0	0	
Female	421 42.7%	387 41.6%	-1.2%	36 33.3%	31 29.0%	-4.4%	348 43.3%	331 43.8%	0.5%	40 48.2%	27 36.0%	-12.2%	0	0	
Male	563 57.2%	540 58.0%	0.8%	71 65.7%	75 70.1%	4.4%	455 56.7%	422 55.9%	-0.8%	43 51.8%	47 62.7%	10.9%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	594 60.3%	631 67.8%	7.5%	48 44.4%	63 58.9%	14.4%	508 63.3%	535 70.9%	7.5%	38 45.8%	33 44.0%	-1.8%	0	0	
D, F, W or NC	294 29.8%	234 25.1%	-4.7%	40 37.0%	24 22.4%	-14.6%	224 27.9%	187 24.8%	-3.1%	30 36.1%	23 30.7%	-5.5%	0	0	
DRP or NA	126 12.8%	93 10.0%	-2.8%	23 21.3%	29 27.1%	5.8%	90 11.2%	50 6.6%	-4.6%	18 21.7%	17 22.7%	1.0%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 121

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	433	345	-88	75	55	-20	277	238	-39	86	57	-29	0	0	
Number of Sections	10	10	0	2	2	0	6	6	0	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	6 1.4%	7 2.0%	0.6%	1 1.3%	1 1.8%	0.5%	5 1.8%	6 2.5%	0.7%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	88 20.3%	68 19.7%	-0.6%	7 9.3%	9 16.4%	7.0%	56 20.2%	46 19.3%	-0.9%	26 30.2%	14 24.6%	-5.7%	0	0	
African American	25 5.8%	18 5.2%	-0.6%	13 17.3%	10 18.2%	0.8%	10 3.6%	6 2.5%	-1.1%	2 2.3%	2 3.5%	1.2%	0	0	
Caucasian	196 45.3%	157 45.5%	0.2%	25 33.3%	14 25.5%	-7.9%	134 48.4%	118 49.6%	1.2%	37 43.0%	26 45.6%	2.6%	0	0	
Hispanic	48 11.1%	35 10.1%	-0.9%	15 20.0%	13 23.6%	3.6%	29 10.5%	22 9.2%	-1.2%	5 5.8%	1 1.8%	-4.1%	0	0	
Filipino	34 7.9%	24 7.0%	-0.9%	3 4.0%	1 1.8%	-2.2%	20 7.2%	12 5.0%	-2.2%	12 14.0%	12 21.1%	7.1%	0	0	
Other	17 3.9%	13 3.8%	-0.2%	6 8.0%	1 1.8%	-6.2%	11 4.0%	12 5.0%	1.1%	2 2.3%	0 0.0%	-2.3%	0	0	
Nonrespondent	19 4.4%	23 6.7%	2.3%	5 6.7%	6 10.9%	4.2%	12 4.3%	16 6.7%	2.4%	2 2.3%	2 3.5%	1.2%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	3 0.9%	0.9%	0 0.0%	0 0.0%	0.0%	0 0.0%	3 1.3%	1.3%	0 0.0%	1 1.8%	1.8%	0	0	
Female	207 47.8%	179 51.9%	4.1%	32 42.7%	33 60.0%	17.3%	127 45.8%	124 52.1%	6.3%	50 58.1%	25 43.9%	-14.3%	0	0	
Male	226 52.2%	163 47.2%	-4.9%	43 57.3%	22 40.0%	-17.3%	150 54.2%	111 46.6%	-7.5%	36 41.9%	31 54.4%	12.5%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	190 43.9%	186 53.9%	10.0%	25 33.3%	25 45.5%	12.1%	122 44.0%	124 52.1%	8.1%	43 50.0%	37 64.9%	14.9%	0	0	
D, F, W or NC	149 34.4%	98 28.4%	-6.0%	31 41.3%	23 41.8%	0.5%	85 30.7%	66 27.7%	-3.0%	33 38.4%	9 15.8%	-22.6%	0	0	
DRP or NA	114 26.3%	72 20.9%	-5.5%	19 25.3%	7 12.7%	-12.6%	84 30.3%	55 23.1%	-7.2%	12 14.0%	11 19.3%	5.3%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 122

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	76	84	8	20	21	1	57	64	7	0	0		0	0	
Number of Sections	3	4	1	1	2	1	2	2	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 1.3%	2 2.4%	1.1%	0 0.0%	2 9.5%	9.5%	1 1.8%	0 0.0%	-1.8%	0	0		0	0	
Asian	14 18.4%	14 16.7%	-1.8%	2 10.0%	2 9.5%	-0.5%	12 21.1%	12 18.8%	-2.3%	0	0		0	0	
African American	1 1.3%	2 2.4%	1.1%	0 0.0%	1 4.8%	4.8%	1 1.8%	1 1.6%	-0.2%	0	0		0	0	
Caucasian	30 39.5%	43 51.2%	11.7%	11 55.0%	11 52.4%	-2.6%	20 35.1%	33 51.6%	16.5%	0	0		0	0	
Hispanic	15 19.7%	8 9.5%	-10.2%	6 30.0%	2 9.5%	-20.5%	9 15.8%	6 9.4%	-6.4%	0	0		0	0	
Filipino	8 10.5%	8 9.5%	-1.0%	1 5.0%	2 9.5%	4.5%	7 12.3%	6 9.4%	-2.9%	0	0		0	0	
Other	5 6.6%	3 3.6%	-3.0%	0 0.0%	1 4.8%	4.8%	5 8.8%	2 3.1%	-5.6%	0	0		0	0	
Nonrespondent	2 2.6%	4 4.8%	2.1%	0 0.0%	0 0.0%	0.0%	2 3.5%	4 6.3%	2.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	42 55.3%	42 50.0%	-5.3%	12 60.0%	10 47.6%	-12.4%	31 54.4%	32 50.0%	-4.4%	0	0		0	0	
Male	34 44.7%	42 50.0%	5.3%	8 40.0%	11 52.4%	12.4%	26 45.6%	32 50.0%	4.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	34 44.7%	32 38.1%	-6.6%	9 45.0%	8 38.1%	-6.9%	25 43.9%	24 37.5%	-6.4%	0	0		0	0	
D, F, W or NC	25 32.9%	31 36.9%	4.0%	7 35.0%	6 28.6%	-6.4%	18 31.6%	25 39.1%	7.5%	0	0		0	0	
DRP or NA	21 27.6%	24 28.6%	0.9%	4 20.0%	7 33.3%	13.3%	17 29.8%	17 26.6%	-3.3%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 118

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	27	9	-18	14	7	-7	13	2	-11	0	0		0	0	
Number of Sections	2	2	0	1	1	0	1	1	0	0	0		0	0	

	District					City				Mesa				Miramar			ECC		
Ethnicity:	964		974		Change	964		974		Change	964		974		Change	964	974	Change	964	974	Change
American Indian	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0		0	0	
Asian	3	11.1%	0	0.0%	-11.1%	3	21.4%	0	0.0%	-21.4%	0	0.0%	0	0.0%	0.0%	0	0		0	0	
African American	2	7.4%	1	11.1%	3.7%	2	14.3%	1	14.3%	0.0%	0	0.0%	0	0.0%	0.0%	0	0		0	0	
Caucasian	16	59.3%	6	66.7%	7.4%	5	35.7%	5	71.4%	35.7%	11	84.6%	1	50.0%	-34.6%	0	0		0	0	
Hispanic	2	7.4%	1	11.1%	3.7%	1	7.1%	0	0.0%	-7.1%	1	7.7%	1	50.0%	42.3%	0	0		0	0	
Filipino	2	7.4%	1	11.1%	3.7%	2	14.3%	1	14.3%	0.0%	0	0.0%	0	0.0%	0.0%	0	0		0	0	
Other	2	7.4%	0	0.0%	-7.4%	1	7.1%	0	0.0%	-7.1%	1	7.7%	0	0.0%	-7.7%	0	0		0	0	
Nonrespondent	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0		0	0	

	District					City				Mesa				Miramar			ECC		
Gender:	964		974		Change	964		974		Change	964		974		Change	964	974	Change	964	974	Change
Unknown	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0		0	0	
Female	10	37.0%	7	77.8%	40.7%	7	50.0%	5	71.4%	21.4%	3	23.1%	2	100.0%	76.9%	0	0		0	0	
Male	17	63.0%	2	22.2%	-40.7%	7	50.0%	2	28.6%	-21.4%	10	76.9%	0	0.0%	-76.9%	0	0		0	0	

	District					City				Mesa				Miramar			ECC		
Course Completion:	964		974		Change	964		974		Change	964		974		Change	964	974	Change	964	974	Change
A, B, C or CR	17	63.0%	0	0.0%	-63.0%	9	64.3%	0	0.0%	-64.3%	8	61.5%	0	0.0%	-61.5%	0	0		0	0	
D, F, W or NC	5	18.5%	0	0.0%	-18.5%	2	14.3%	0	0.0%	-14.3%	3	23.1%	0	0.0%	-23.1%	0	0		0	0	
DRP or NA	5	18.5%	9	100.0%	81.5%	3	21.4%	7	100.0%	78.6%	2	15.4%	2	100.0%	84.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 119

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	1299	1147	-152	336	245	-91	744	677	-67	181	214	33	51	27	-24
Number of Sections	29	31	2	8	9	1	15	15	0	4	5	1	2	2	0

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	16 1.2%	9 0.8%	-0.4%	4 1.2%	3 1.2%	0.0%	11 1.5%	5 0.7%	-0.7%	1 0.6%	1 0.5%	-0.1%	0 0.0%	0 0.0%	0.0%
Asian	192 14.8%	224 19.5%	4.7%	48 14.3%	33 13.5%	-0.8%	115 15.5%	139 20.5%	5.1%	27 14.9%	52 24.3%	9.4%	6 11.8%	5 18.5%	6.8%
African American	139 10.7%	87 7.6%	-3.1%	73 21.7%	44 18.0%	-3.8%	48 6.5%	30 4.4%	-2.0%	4 2.2%	5 2.3%	0.1%	18 35.3%	9 33.3%	-2.0%
Caucasian	582 44.8%	484 42.2%	-2.6%	94 28.0%	76 31.0%	3.0%	391 52.6%	328 48.4%	-4.1%	92 50.8%	86 40.2%	-10.6%	6 11.8%	1 3.7%	-8.1%
Hispanic	171 13.2%	158 13.8%	0.6%	79 23.5%	59 24.1%	0.6%	67 9.0%	72 10.6%	1.6%	13 7.2%	18 8.4%	1.2%	16 31.4%	10 37.0%	5.7%
Filipino	115 8.9%	110 9.6%	0.7%	15 4.5%	6 2.4%	-2.0%	57 7.7%	63 9.3%	1.6%	40 22.1%	42 19.6%	-2.5%	3 5.9%	0 0.0%	-5.9%
Other	31 2.4%	26 2.3%	-0.1%	5 1.5%	10 4.1%	2.6%	23 3.1%	14 2.1%	-1.0%	3 1.7%	1 0.5%	-1.2%	0 0.0%	2 7.4%	7.4%
Nonrespondent	53 4.1%	49 4.3%	0.2%	18 5.4%	14 5.7%	0.4%	32 4.3%	26 3.8%	-0.5%	1 0.6%	9 4.2%	3.7%	2 3.9%	0 0.0%	-3.9%

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	6 0.5%	6 0.5%	0.1%	2 0.6%	1 0.4%	-0.2%	2 0.3%	5 0.7%	0.5%	0 0.0%	0 0.0%	0.0%	2 3.9%	0 0.0%	-3.9%
Female	635 48.9%	588 51.3%	2.4%	158 47.0%	128 52.2%	5.2%	351 47.2%	337 49.8%	2.6%	94 51.9%	117 54.7%	2.7%	37 72.5%	16 59.3%	-13.3%
Male	658 50.7%	553 48.2%	-2.4%	176 52.4%	116 47.3%	-5.0%	391 52.6%	335 49.5%	-3.1%	87 48.1%	97 45.3%	-2.7%	12 23.5%	11 40.7%	17.2%

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	526 40.5%	564 49.2%	8.7%	139 41.4%	96 39.2%	-2.2%	301 40.5%	351 51.8%	11.4%	56 30.9%	101 47.2%	16.3%	30 58.8%	16 59.3%	0.4%
D, F, W or NC	503 38.7%	340 29.6%	-9.1%	125 37.2%	81 33.1%	-4.1%	284 38.2%	199 29.4%	-8.8%	83 45.9%	56 26.2%	-19.7%	11 21.6%	4 14.8%	-6.8%
DRP or NA	354 27.3%	309 26.9%	-0.3%	87 25.9%	72 29.4%	3.5%	214 28.8%	165 24.4%	-4.4%	44 24.3%	68 31.8%	7.5%	10 19.6%	7 25.9%	6.3%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 104

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	698	702	4	215	209	-6	386	390	4	102	111	9	0	0	
Number of Sections	14	15	1	5	6	1	7	7	0	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	4 0.6%	8 1.1%	0.6%	1 0.5%	4 1.9%	1.4%	3 0.8%	4 1.0%	0.2%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	120 17.2%	136 19.4%	2.2%	35 16.3%	32 15.3%	-1.0%	75 19.4%	90 23.1%	3.6%	11 10.8%	17 15.3%	4.5%	0	0	
African American	53 7.6%	43 6.1%	-1.5%	31 14.4%	23 11.0%	-3.4%	19 4.9%	16 4.1%	-0.8%	3 2.9%	5 4.5%	1.6%	0	0	
Caucasian	282 40.4%	283 40.3%	-0.1%	59 27.4%	68 32.5%	5.1%	181 46.9%	174 44.6%	-2.3%	43 42.2%	44 39.6%	-2.5%	0	0	
Hispanic	111 15.9%	89 12.7%	-3.2%	63 29.3%	44 21.1%	-8.2%	41 10.6%	43 11.0%	0.4%	8 7.8%	2 1.8%	-6.0%	0	0	
Filipino	86 12.3%	84 12.0%	-0.4%	12 5.6%	16 7.7%	2.1%	43 11.1%	31 7.9%	-3.2%	31 30.4%	37 33.3%	2.9%	0	0	
Other	20 2.9%	19 2.7%	-0.2%	6 2.8%	8 3.8%	1.0%	13 3.4%	9 2.3%	-1.1%	3 2.9%	3 2.7%	-0.2%	0	0	
Nonrespondent	22 3.2%	40 5.7%	2.5%	8 3.7%	14 6.7%	3.0%	11 2.8%	23 5.9%	3.0%	3 2.9%	3 2.7%	-0.2%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	4 0.6%	4 0.6%	0.0%	1 0.5%	1 0.5%	0.0%	1 0.3%	2 0.5%	0.3%	2 2.0%	1 0.9%	-1.1%	0	0	
Female	261 37.4%	228 32.5%	-4.9%	86 40.0%	68 32.5%	-7.5%	140 36.3%	117 30.0%	-6.3%	38 37.3%	45 40.5%	3.3%	0	0	
Male	433 62.0%	470 67.0%	4.9%	128 59.5%	140 67.0%	7.5%	245 63.5%	271 69.5%	6.0%	62 60.8%	65 58.6%	-2.2%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	251 36.0%	280 39.9%	3.9%	90 41.9%	115 55.0%	13.2%	114 29.5%	127 32.6%	3.0%	47 46.1%	38 34.2%	-11.8%	0	0	
D, F, W or NC	290 41.5%	299 42.6%	1.0%	79 36.7%	63 30.1%	-6.6%	173 44.8%	182 46.7%	1.8%	38 37.3%	54 48.6%	11.4%	0	0	
DRP or NA	178 25.5%	160 22.8%	-2.7%	53 24.7%	46 22.0%	-2.6%	109 28.2%	96 24.6%	-3.6%	17 16.7%	19 17.1%	0.5%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

MATH 116

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	712	629	-83	117	98	-19	498	423	-75	81	100	19	23	15	-8
Number of Sections	17	17	0	3	3	0	10	10	0	2	2	0	2	2	0

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	14 2.0%	8 1.3%	-0.7%	1 0.9%	0 0.0%	-0.9%	13 2.6%	6 1.4%	-1.2%	0 0.0%	2 2.0%	2.0%	0 0.0%	0 0.0%	0.0%
Asian	129 18.1%	125 19.9%	1.8%	21 17.9%	9 9.2%	-8.8%	84 16.9%	90 21.3%	4.4%	22 27.2%	25 25.0%	-2.2%	4 17.4%	2 13.3%	-4.1%
African American	54 7.6%	47 7.5%	-0.1%	20 17.1%	19 19.4%	2.3%	24 4.8%	23 5.4%	0.6%	1 1.2%	2 2.0%	0.8%	11 47.8%	8 53.3%	5.5%
Caucasian	353 49.6%	283 45.0%	-4.6%	41 35.0%	33 33.7%	-1.4%	277 55.6%	204 48.2%	-7.4%	35 43.2%	46 46.0%	2.8%	1 4.3%	0 0.0%	-4.3%
Hispanic	66 9.3%	73 11.6%	2.3%	25 21.4%	22 22.4%	1.1%	36 7.2%	46 10.9%	3.6%	3 3.7%	4 4.0%	0.3%	3 13.0%	2 13.3%	0.3%
Filipino	56 7.9%	50 7.9%	0.1%	1 0.9%	3 3.1%	2.2%	36 7.2%	30 7.1%	-0.1%	18 22.2%	16 16.0%	-6.2%	2 8.7%	1 6.7%	-2.0%
Other	20 2.8%	23 3.7%	0.8%	3 2.6%	6 6.1%	3.6%	15 3.0%	12 2.8%	-0.2%	1 1.2%	3 3.0%	1.8%	1 4.3%	2 13.3%	9.0%
Nonrespondent	20 2.8%	20 3.2%	0.4%	5 4.3%	6 6.1%	1.8%	13 2.6%	12 2.8%	0.2%	1 1.2%	2 2.0%	0.8%	1 4.3%	0 0.0%	-4.3%

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	3 0.4%	3 0.5%	0.1%	1 0.9%	1 1.0%	0.2%	2 0.4%	2 0.5%	0.1%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%
Female	339 47.6%	310 49.3%	1.7%	54 46.2%	50 51.0%	4.9%	238 47.8%	206 48.7%	0.9%	41 50.6%	49 49.0%	-1.6%	12 52.2%	9 60.0%	7.8%
Male	370 52.0%	316 50.2%	-1.7%	62 53.0%	47 48.0%	-5.0%	258 51.8%	215 50.8%	-1.0%	40 49.4%	51 51.0%	1.6%	11 47.8%	6 40.0%	-7.8%

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	314 44.1%	237 37.7%	-6.4%	28 23.9%	24 24.5%	0.6%	229 46.0%	174 41.1%	-4.8%	40 49.4%	30 30.0%	-19.4%	17 73.9%	9 60.0%	-13.9%
D, F, W or NC	248 34.8%	256 40.7%	5.9%	58 49.6%	52 53.1%	3.5%	164 32.9%	153 36.2%	3.2%	22 27.2%	46 46.0%	18.8%	4 17.4%	5 33.3%	15.9%
DRP or NA	180 25.3%	167 26.6%	1.3%	33 28.2%	23 23.5%	-4.7%	126 25.3%	119 28.1%	2.8%	20 24.7%	24 24.0%	-0.7%	2 8.7%	2 13.3%	4.6%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
German Courses with Prerequisites

GERM 201

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	25	19	-6	12	4	-8	14	15	1	0	0		0	0	
Number of Sections	2	2	0	1	1	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	3 12.0%	1 5.3%	-6.7%	1 8.3%	0 0.0%	-8.3%	3 21.4%	1 6.7%	-14.8%	0	0		0	0	
African American	2 8.0%	0 0.0%	-8.0%	1 8.3%	0 0.0%	-8.3%	1 7.1%	0 0.0%	-7.1%	0	0		0	0	
Caucasian	14 56.0%	15 78.9%	22.9%	7 58.3%	3 75.0%	16.7%	7 50.0%	12 80.0%	30.0%	0	0		0	0	
Hispanic	2 8.0%	1 5.3%	-2.7%	1 8.3%	1 25.0%	16.7%	1 7.1%	0 0.0%	-7.1%	0	0		0	0	
Filipino	1 4.0%	0 0.0%	-4.0%	1 8.3%	0 0.0%	-8.3%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	3 12.0%	2 10.5%	-1.5%	1 8.3%	0 0.0%	-8.3%	2 14.3%	2 13.3%	-1.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	10 40.0%	6 31.6%	-8.4%	5 41.7%	0 0.0%	-41.7%	5 35.7%	6 40.0%	4.3%	0	0		0	0	
Male	15 60.0%	13 68.4%	8.4%	7 58.3%	4 100.0%	41.7%	9 64.3%	9 60.0%	-4.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	19 76.0%	10 52.6%	-23.4%	10 83.3%	3 75.0%	-8.3%	9 64.3%	7 46.7%	-17.6%	0	0		0	0	
D, F, W or NC	5 20.0%	7 36.8%	16.8%	1 8.3%	1 25.0%	16.7%	4 28.6%	6 40.0%	11.4%	0	0		0	0	
DRP or NA	2 8.0%	1 5.3%	-2.7%	1 8.3%	0 0.0%	-8.3%	1 7.1%	1 6.7%	-0.5%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Italian Courses with Prerequisites

ITAL 102

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	27	24	-3	4	0		24	24	0	0	0		0	0	
Number of Sections	2	1	-1	1	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 3.7%	0 0.0%	-3.7%	0 0.0%	0		1 4.2%	0 0.0%	-4.2%	0	0		0	0	
Asian	2 7.4%	2 8.3%	0.9%	0 0.0%	0		2 8.3%	2 8.3%	0.0%	0	0		0	0	
African American	1 3.7%	0 0.0%	-3.7%	0 0.0%	0		1 4.2%	0 0.0%	-4.2%	0	0		0	0	
Caucasian	15 55.6%	13 54.2%	-1.4%	2 50.0%	0		14 58.3%	13 54.2%	-4.2%	0	0		0	0	
Hispanic	3 11.1%	7 29.2%	18.1%	1 25.0%	0		2 8.3%	7 29.2%	20.8%	0	0		0	0	
Filipino	1 3.7%	0 0.0%	-3.7%	0 0.0%	0		1 4.2%	0 0.0%	-4.2%	0	0		0	0	
Other	2 7.4%	0 0.0%	-7.4%	1 25.0%	0		1 4.2%	0 0.0%	-4.2%	0	0		0	0	
Nonrespondent	2 7.4%	2 8.3%	0.9%	0 0.0%	0		2 8.3%	2 8.3%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	18 66.7%	10 41.7%	-25.0%	2 50.0%	0		16 66.7%	10 41.7%	-25.0%	0	0		0	0	
Male	9 33.3%	14 58.3%	25.0%	2 50.0%	0		8 33.3%	14 58.3%	25.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	15 55.6%	20 83.3%	27.8%	0 0.0%	0		15 62.5%	20 83.3%	20.8%	0	0		0	0	
D, F, W or NC	5 18.5%	3 12.5%	-6.0%	0 0.0%	0		5 20.8%	3 12.5%	-8.3%	0	0		0	0	
DRP or NA	6 22.2%	0 0.0%	-22.2%	4 100.0%	0		3 12.5%	0 0.0%	-12.5%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
French Courses with Prerequisites

FREN 202

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	8	10	2	8	10	2	0	0		0	0		0	0	
Number of Sections	1	1	0	1	1	0	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	1 10.0%	10.0%	0 0.0%	1 10.0%	10.0%	0	0		0	0		0	0	
Asian	1 12.5%	3 30.0%	17.5%	1 12.5%	3 30.0%	17.5%	0	0		0	0		0	0	
African American	1 12.5%	1 10.0%	-2.5%	1 12.5%	1 10.0%	-2.5%	0	0		0	0		0	0	
Caucasian	2 25.0%	3 30.0%	5.0%	2 25.0%	3 30.0%	5.0%	0	0		0	0		0	0	
Hispanic	2 25.0%	1 10.0%	-15.0%	2 25.0%	1 10.0%	-15.0%	0	0		0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Other	1 12.5%	1 10.0%	-2.5%	1 12.5%	1 10.0%	-2.5%	0	0		0	0		0	0	
Nonrespondent	1 12.5%	0 0.0%	-12.5%	1 12.5%	0 0.0%	-12.5%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0		0	0	
Female	3 37.5%	1 10.0%	-27.5%	3 37.5%	1 10.0%	-27.5%	0	0		0	0		0	0	
Male	5 62.5%	9 90.0%	27.5%	5 62.5%	9 90.0%	27.5%	0	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	2 25.0%	6 60.0%	35.0%	2 25.0%	6 60.0%	35.0%	0	0		0	0		0	0	
D, F, W or NC	5 62.5%	2 20.0%	-42.5%	5 62.5%	2 20.0%	-42.5%	0	0		0	0		0	0	
DRP or NA	1 12.5%	2 20.0%	7.5%	1 12.5%	2 20.0%	7.5%	0	0		0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
German Courses with Prerequisites

GERM 102

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	35	33	-2	13	10	-3	22	23	1	0	0		0	0	
Number of Sections	2	2	0	1	1	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	1 3.0%	3.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	1 4.3%	4.3%	0	0		0	0	
Asian	2 5.7%	1 3.0%	-2.7%	1 7.7%	0 0.0%	-7.7%	1 4.5%	1 4.3%	-0.2%	0	0		0	0	
African American	2 5.7%	1 3.0%	-2.7%	1 7.7%	1 10.0%	2.3%	1 4.5%	0 0.0%	-4.5%	0	0		0	0	
Caucasian	25 71.4%	22 66.7%	-4.8%	9 69.2%	7 70.0%	0.8%	16 72.7%	15 65.2%	-7.5%	0	0		0	0	
Hispanic	2 5.7%	4 12.1%	6.4%	2 15.4%	2 20.0%	4.6%	0 0.0%	2 8.7%	8.7%	0	0		0	0	
Filipino	1 2.9%	1 3.0%	0.2%	0 0.0%	0 0.0%	0.0%	1 4.5%	1 4.3%	-0.2%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	3 8.6%	3 9.1%	0.5%	0 0.0%	0 0.0%	0.0%	3 13.6%	3 13.0%	-0.6%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	3 8.6%	0 0.0%	-8.6%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	13 37.1%	20 60.6%	23.5%	5 38.5%	6 60.0%	21.5%	8 36.4%	14 60.9%	24.5%	0	0		0	0	
Male	22 62.9%	13 39.4%	-23.5%	8 61.5%	4 40.0%	-21.5%	14 63.6%	9 39.1%	-24.5%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	23 65.7%	21 63.6%	-2.1%	8 61.5%	9 90.0%	28.5%	15 68.2%	12 52.2%	-16.0%	0	0		0	0	
D, F, W or NC	6 17.1%	8 24.2%	7.1%	2 15.4%	0 0.0%	-15.4%	4 18.2%	8 34.8%	16.6%	0	0		0	0	
DRP or NA	6 17.1%	4 12.1%	-5.0%	3 23.1%	1 10.0%	-13.1%	3 13.6%	3 13.0%	-0.6%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
French Courses with Prerequisites

FREN 102

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	116	123	7	42	41	-1	74	82	8	0	0		0	0	
Number of Sections	3	5	2	1	2	1	2	3	1	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	4 3.4%	0 0.0%	-3.4%	1 2.4%	0 0.0%	-2.4%	3 4.1%	0 0.0%	-4.1%	0	0		0	0	
Asian	26 22.4%	19 15.4%	-7.0%	12 28.6%	7 17.1%	-11.5%	14 18.9%	12 14.6%	-4.3%	0	0		0	0	
African American	6 5.2%	12 9.8%	4.6%	4 9.5%	6 14.6%	5.1%	2 2.7%	6 7.3%	4.6%	0	0		0	0	
Caucasian	46 39.7%	55 44.7%	5.1%	13 31.0%	10 24.4%	-6.6%	33 44.6%	45 54.9%	10.3%	0	0		0	0	
Hispanic	15 12.9%	26 21.1%	8.2%	7 16.7%	14 34.1%	17.5%	8 10.8%	12 14.6%	3.8%	0	0		0	0	
Filipino	7 6.0%	4 3.3%	-2.8%	1 2.4%	1 2.4%	0.1%	6 8.1%	3 3.7%	-4.4%	0	0		0	0	
Other	4 3.4%	3 2.4%	-1.0%	2 4.8%	2 4.9%	0.1%	2 2.7%	1 1.2%	-1.5%	0	0		0	0	
Nonrespondent	8 6.9%	4 3.3%	-3.6%	2 4.8%	1 2.4%	-2.3%	6 8.1%	3 3.7%	-4.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	68 58.6%	82 66.7%	8.0%	24 57.1%	27 65.9%	8.7%	44 59.5%	55 67.1%	7.6%	0	0		0	0	
Male	48 41.4%	41 33.3%	-8.0%	18 42.9%	14 34.1%	-8.7%	30 40.5%	27 32.9%	-7.6%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	74 63.8%	78 63.4%	-0.4%	28 66.7%	23 56.1%	-10.6%	46 62.2%	55 67.1%	4.9%	0	0		0	0	
D, F, W or NC	22 19.0%	32 26.0%	7.1%	7 16.7%	15 36.6%	19.9%	15 20.3%	17 20.7%	0.5%	0	0		0	0	
DRP or NA	23 19.8%	17 13.8%	-6.0%	7 16.7%	8 19.5%	2.8%	16 21.6%	9 11.0%	-10.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
French Courses with Prerequisites

FREN 201

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	31	53	**22**	14	23	**9**	18	30	**12**	0	0		0	0	
Number of Sections	2	2	**0**	1	1	**0**	1	1	**0**	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 3.2%	0 0.0%	**-3.2%**	0 0.0%	0 0.0%	**0.0%**	1 5.6%	0 0.0%	**-5.6%**	0	0		0	0	
Asian	7 22.6%	9 17.0%	**-5.6%**	6 42.9%	2 8.7%	**-34.2%**	1 5.6%	7 23.3%	**17.8%**	0	0		0	0	
African American	1 3.2%	5 9.4%	**6.2%**	0 0.0%	4 17.4%	**17.4%**	1 5.6%	1 3.3%	**-2.2%**	0	0		0	0	
Caucasian	17 54.8%	22 41.5%	**-13.3%**	5 35.7%	6 26.1%	**-9.6%**	12 66.7%	16 53.3%	**-13.3%**	0	0		0	0	
Hispanic	1 3.2%	4 7.5%	**4.3%**	0 0.0%	3 13.0%	**13.0%**	1 5.6%	1 3.3%	**-2.2%**	0	0		0	0	
Filipino	0 0.0%	2 3.8%	**3.8%**	0 0.0%	0 0.0%	**0.0%**	0 0.0%	2 6.7%	**6.7%**	0	0		0	0	
Other	1 3.2%	0 0.0%	**-3.2%**	1 7.1%	0 0.0%	**-7.1%**	1 5.6%	0 0.0%	**-5.6%**	0	0		0	0	
Nonrespondent	3 9.7%	11 20.8%	**11.1%**	2 14.3%	8 34.8%	**20.5%**	1 5.6%	3 10.0%	**4.4%**	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	2 3.8%	**3.8%**	0 0.0%	2 8.7%	**8.7%**	0 0.0%	0 0.0%	**0.0%**	0	0		0	0	
Female	16 51.6%	31 58.5%	**6.9%**	6 42.9%	13 56.5%	**13.7%**	11 61.1%	18 60.0%	**-1.1%**	0	0		0	0	
Male	15 48.4%	20 37.7%	**-10.7%**	8 57.1%	8 34.8%	**-22.4%**	7 38.9%	12 40.0%	**1.1%**	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	18 58.1%	34 64.2%	**6.1%**	8 57.1%	14 60.9%	**3.7%**	10 55.6%	20 66.7%	**11.1%**	0	0		0	0	
D, F, W or NC	4 12.9%	8 15.1%	**2.2%**	2 14.3%	2 8.7%	**-5.6%**	2 11.1%	6 20.0%	**8.9%**	0	0		0	0	
DRP or NA	9 29.0%	9 17.0%	**-12.1%**	4 28.6%	7 30.4%	**1.9%**	6 33.3%	2 6.7%	**-26.7%**	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 252C

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	1	1	0	0	0		1	1	0	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
African American	0 0.0%	1 100.0%	100.0%	0	0		0 0.0%	1 100.0%	100.0%	0	0		0	0	
Caucasian	1 100.0%	0 0.0%	-100.0%	0	0		1 100.0%	0 0.0%	-100.0%	0	0		0	0	
Hispanic	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	0 0.0%	1 100.0%	100.0%	0	0		0 0.0%	1 100.0%	100.0%	0	0		0	0	
Male	1 100.0%	0 0.0%	-100.0%	0	0		1 100.0%	0 0.0%	-100.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	1 100.0%	1 100.0%	0.0%	0	0		1 100.0%	1 100.0%	0.0%	0	0		0	0	
D, F, W or NC	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
DRP or NA	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 252D

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	1	0		0	0		1	0		0	0		0	0	
Number of Sections	1	0		0	0		1	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Asian	1 100.0%	0		0	0		1 100.0%	0		0	0		0	0	
African American	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Caucasian	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Hispanic	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Filipino	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Other	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Nonrespondent	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Female	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Male	1 100.0%	0		0	0		1 100.0%	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
D, F, W or NC	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
DRP or NA	1 100.0%	0		0	0		1 100.0%	0		0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 252A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	21	27	6	0	0		21	27	6	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 4.8%	0 0.0%	-4.8%	0	0		1 4.8%	0 0.0%	-4.8%	0	0		0	0	
Asian	3 14.3%	2 7.4%	-6.9%	0	0		3 14.3%	2 7.4%	-6.9%	0	0		0	0	
African American	3 14.3%	3 11.1%	-3.2%	0	0		3 14.3%	3 11.1%	-3.2%	0	0		0	0	
Caucasian	12 57.1%	15 55.6%	-1.6%	0	0		12 57.1%	15 55.6%	-1.6%	0	0		0	0	
Hispanic	1 4.8%	3 11.1%	6.3%	0	0		1 4.8%	3 11.1%	6.3%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	0 0.0%	1 3.7%	3.7%	0	0		0 0.0%	1 3.7%	3.7%	0	0		0	0	
Nonrespondent	1 4.8%	3 11.1%	6.3%	0	0		1 4.8%	3 11.1%	6.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	1 3.7%	3.7%	0	0		0 0.0%	1 3.7%	3.7%	0	0		0	0	
Female	7 33.3%	12 44.4%	11.1%	0	0		7 33.3%	12 44.4%	11.1%	0	0		0	0	
Male	14 66.7%	14 51.9%	-14.8%	0	0		14 66.7%	14 51.9%	-14.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	11 52.4%	10 37.0%	-15.3%	0	0		11 52.4%	10 37.0%	-15.3%	0	0		0	0	
D, F, W or NC	3 14.3%	8 29.6%	15.3%	0	0		3 14.3%	8 29.6%	15.3%	0	0		0	0	-
DRP or NA	7 33.3%	9 33.3%	0.0%	0	0		7 33.3%	9 33.3%	0.0%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 252B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	3	9	6	0	0		3	9	6	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
African American	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Caucasian	2 66.7%	5 55.6%	-11.1%	0	0		2 66.7%	5 55.6%	-11.1%	0	0		0	0	
Hispanic	1 33.3%	1 11.1%	-22.2%	0	0		1 33.3%	1 11.1%	-22.2%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	0 0.0%	3 33.3%	33.3%	0	0		0 0.0%	3 33.3%	33.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	1 33.3%	4 44.4%	11.1%	0	0		1 33.3%	4 44.4%	11.1%	0	0		0	0	
Male	2 66.7%	2 22.2%	-44.4%	0	0		2 66.7%	2 22.2%	-44.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	2 66.7%	2 22.2%	-44.4%	0	0		2 66.7%	2 22.2%	-44.4%	0	0		0	0	
D, F, W or NC	0 0.0%	1 11.1%	11.1%	0	0		0 0.0%	1 11.1%	11.1%	0	0		0	0	
DRP or NA	0 0.0%	3 33.3%	33.3%	0	0		0 0.0%	3 33.3%	33.3%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 249A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	56	64	8	34	27	-7	22	37	15	0	0		0	0	
Number of Sections	2	2	0	1	1	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 1.8%	0 0.0%	-1.8%	1 2.9%	0 0.0%	-2.9%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	2 3.1%	3.1%	0 0.0%	0 0.0%	0.0%	0 0.0%	2 5.4%	5.4%	0	0		0	0	
African American	5 8.9%	4 6.3%	-2.7%	4 11.8%	4 14.8%	3.1%	1 4.5%	0 0.0%	-4.5%	0	0		0	0	
Caucasian	26 46.4%	39 60.9%	14.5%	12 35.3%	16 59.3%	24.0%	14 63.6%	23 62.2%	-1.5%	0	0		0	0	
Hispanic	14 25.0%	10 15.6%	-9.4%	10 29.4%	5 18.5%	-10.9%	4 18.2%	5 13.5%	-4.7%	0	0		0	0	
Filipino	1 1.8%	1 1.6%	-0.2%	1 2.9%	1 3.7%	0.8%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	1 1.8%	1 1.6%	-0.2%	1 2.9%	0 0.0%	-2.9%	0 0.0%	1 2.7%	2.7%	0	0		0	0	
Nonrespondent	8 14.3%	7 10.9%	-3.3%	5 14.7%	1 3.7%	-11.0%	3 13.6%	6 16.2%	2.6%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	35 62.5%	39 60.9%	-1.6%	20 58.8%	17 63.0%	4.1%	15 68.2%	22 59.5%	-8.7%	0	0		0	0	
Male	21 37.5%	25 39.1%	1.6%	14 41.2%	10 37.0%	-4.1%	7 31.8%	15 40.5%	8.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	21 37.5%	33 51.6%	14.1%	9 26.5%	14 51.9%	25.4%	12 54.5%	19 51.4%	-3.2%	0	0		0	0	
D, F, W or NC	12 21.4%	11 17.2%	-4.2%	9 26.5%	5 18.5%	-8.0%	3 13.6%	6 16.2%	2.6%	0	0		0	0	
DRP or NA	23 41.1%	19 29.7%	-11.4%	16 47.1%	7 25.9%	-21.1%	7 31.8%	12 32.4%	0.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 249B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	11	4	-7	0	1		10	3	-7	0	0		0	0	
Number of Sections	1	2	1	0	1		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0 0.0%	0 0.0%	0.0%	0	0		0	0	
African American	0 0.0%	1 25.0%	25.0%	0	1 100.0%		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Caucasian	10 90.9%	2 50.0%	-40.9%	0	0 0.0%		10 100.0%	2 66.7%	-33.3%	0	0		0	0	
Hispanic	0 0.0%	1 25.0%	25.0%	0	0 0.0%		0 0.0%	1 33.3%	33.3%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	1 9.1%	0 0.0%	-9.1%	0	0 0.0%		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0 0.0%	0 0.0%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	4 36.4%	2 50.0%	13.6%	0	1 100.0%		4 40.0%	1 33.3%	-6.7%	0	0		0	0	
Male	6 54.5%	2 50.0%	-4.5%	0	0 0.0%		6 60.0%	2 66.7%	6.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	7 63.6%	2 50.0%	-13.6%	0	1 100.0%		7 70.0%	1 33.3%	-36.7%	0	0		0	0	
D, F, W or NC	1 9.1%	2 50.0%	40.9%	0	0 0.0%		1 10.0%	2 66.7%	56.7%	0	0		0	0	
DRP or NA	2 18.2%	0 0.0%	-18.2%	0	0 0.0%		2 20.0%	0 0.0%	-20.0%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 246B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	4	2	-2	0	0		4	2	-2	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
African American	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Caucasian	3 75.0%	2 100.0%	25.0%	0	0		3 75.0%	2 100.0%	25.0%	0	0		0	0	
Hispanic	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Filipino	1 25.0%	0 0.0%	-25.0%	0	0		1 25.0%	0 0.0%	-25.0%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	4 100.0%	1 50.0%	-50.0%	0	0		4 100.0%	1 50.0%	-50.0%	0	0		0	0	
Male	0 0.0%	1 50.0%	50.0%	0	0		0 0.0%	1 50.0%	50.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	3 75.0%	2 100.0%	25.0%	0	0		3 75.0%	2 100.0%	25.0%	0	0		0	0	
D, F, W or NC	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
DRP or NA	1 25.0%	0 0.0%	-25.0%	0	0		1 25.0%	0 0.0%	-25.0%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 247

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	17	0		0	0		17	0		0	0		0	0	
Number of Sections	1	0		0	0		1	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 5.9%	0		0	0		1 5.9%	0		0	0		0	0	
Asian	2 11.8%	0		0	0		2 11.8%	0		0	0		0	0	
African American	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Caucasian	10 58.8%	0		0	0		10 58.8%	0		0	0		0	0	
Hispanic	2 11.8%	0		0	0		2 11.8%	0		0	0		0	0	
Filipino	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Other	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Nonrespondent	2 11.8%	0		0	0		2 11.8%	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0		0	0		0 0.0%	0		0	0		0	0	
Female	7 41.2%	0		0	0		7 41.2%	0		0	0		0	0	
Male	10 58.8%	0		0	0		10 58.8%	0		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	10 58.8%	0		0	0		10 58.8%	0		0	0		0	0	
D, F, W or NC	3 17.6%	0		0	0		3 17.6%	0		0	0		0	0	
DRP or NA	4 23.5%	0		0	0		4 23.5%	0		0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 237

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	9	0		0	0		0	0		9	0		0	0	
Number of Sections	1	0		0	0		0	0		1	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
Asian	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
African American	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
Caucasian	9 100.0%	0		0	0		0	0		9 100.0%	0		0	0	
Hispanic	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
Filipino	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
Other	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
Nonrespondent	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
Female	7 77.8%	0		0	0		0	0		7 77.8%	0		0	0	
Male	2 22.2%	0		0	0		0	0		2 22.2%	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	
D, F, W or NC	0 0.0%	0		0	0		0	0		0 0.0%	0		0	0	-
DRP or NA	9 100.0%	0		0	0		0	0		9 100.0%	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 246A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	23	38	15	0	0		23	38	15	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	0 0.0%	1 2.6%	2.6%	0	0		0 0.0%	1 2.6%	2.6%	0	0		0	0	
African American	2 8.7%	1 2.6%	-6.1%	0	0		2 8.7%	1 2.6%	-6.1%	0	0		0	0	
Caucasian	17 73.9%	30 78.9%	5.0%	0	0		17 73.9%	30 78.9%	5.0%	0	0		0	0	
Hispanic	4 17.4%	1 2.6%	-14.8%	0	0		4 17.4%	1 2.6%	-14.8%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	0 0.0%	1 2.6%	2.6%	0	0		0 0.0%	1 2.6%	2.6%	0	0		0	0	
Nonrespondent	0 0.0%	4 10.5%	10.5%	0	0		0 0.0%	4 10.5%	10.5%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	13 56.5%	24 63.2%	6.6%	0	0		13 56.5%	24 63.2%	6.6%	0	0		0	0	
Male	11 47.8%	14 36.8%	-11.0%	0	0		11 47.8%	14 36.8%	-11.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	12 52.2%	17 44.7%	-7.4%	0	0		12 52.2%	17 44.7%	-7.4%	0	0		0	0	
D, F, W or NC	7 30.4%	11 28.9%	-1.5%	0	0		7 30.4%	11 28.9%	-1.5%	0	0		0	0	
DRP or NA	5 21.7%	10 26.3%	4.6%	0	0		5 21.7%	10 26.3%	4.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 220

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	25	22	-3	0	0		25	22	-3	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	2 8.0%	1 4.5%	-3.5%	0	0		2 8.0%	1 4.5%	-3.5%	0	0		0	0	
African American	1 4.0%	1 4.5%	0.5%	0	0		1 4.0%	1 4.5%	0.5%	0	0		0	0	
Caucasian	14 56.0%	17 77.3%	21.3%	0	0		14 56.0%	17 77.3%	21.3%	0	0		0	0	
Hispanic	5 20.0%	2 9.1%	-10.9%	0	0		5 20.0%	2 9.1%	-10.9%	0	0		0	0	
Filipino	1 4.0%	1 4.5%	0.5%	0	0		1 4.0%	1 4.5%	0.5%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	2 8.0%	0 0.0%	-8.0%	0	0		2 8.0%	0 0.0%	-8.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	14 56.0%	13 59.1%	3.1%	0	0		14 56.0%	13 59.1%	3.1%	0	0		0	0	
Male	11 44.0%	9 40.9%	-3.1%	0	0		11 44.0%	9 40.9%	-3.1%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	11 44.0%	10 45.5%	1.5%	0	0		11 44.0%	10 45.5%	1.5%	0	0		0	0	
D, F, W or NC	5 20.0%	8 36.4%	16.4%	0	0		5 20.0%	8 36.4%	16.4%	0	0		0	0	
DRP or NA	8 32.0%	3 13.6%	-18.4%	0	0		8 32.0%	3 13.6%	-18.4%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 221

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	34	10	-24	0	0		34	10	-24	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 2.9%	0 0.0%	-2.9%	0	0		1 2.9%	0 0.0%	-2.9%	0	0		0	0	
Asian	5 14.7%	0 0.0%	-14.7%	0	0		5 14.7%	0 0.0%	-14.7%	0	0		0	0	
African American	1 2.9%	0 0.0%	-2.9%	0	0		1 2.9%	0 0.0%	-2.9%	0	0		0	0	
Caucasian	21 61.8%	8 80.0%	18.2%	0	0		21 61.8%	8 80.0%	18.2%	0	0		0	0	
Hispanic	3 8.8%	1 10.0%	1.2%	0	0		3 8.8%	1 10.0%	1.2%	0	0		0	0	
Filipino	0 0.0%	1 10.0%	10.0%	0	0		0 0.0%	1 10.0%	10.0%	0	0		0	0	
Other	1 2.9%	0 0.0%	-2.9%	0	0		1 2.9%	0 0.0%	-2.9%	0	0		0	0	
Nonrespondent	2 5.9%	0 0.0%	-5.9%	0	0		2 5.9%	0 0.0%	-5.9%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	20 58.8%	8 80.0%	21.2%	0	0		20 58.8%	8 80.0%	21.2%	0	0		0	0	
Male	14 41.2%	2 20.0%	-21.2%	0	0		14 41.2%	2 20.0%	-21.2%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	15 44.1%	0 0.0%	-44.1%	0	0		15 44.1%	0 0.0%	-44.1%	0	0		0	0	
D, F, W or NC	8 23.5%	0 0.0%	-23.5%	0	0		8 23.5%	0 0.0%	-23.5%	0	0		0	0	
DRP or NA	11 32.4%	10 100.0%	67.6%	0	0		11 32.4%	10 100.0%	67.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 215

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	125	98	-27	18	42	24	82	56	-26	26	0		0	0	
Number of Sections	4	4	0	1	2	1	2	2	0	1	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0		0	0	
Asian	8 6.4%	3 3.1%	-3.3%	0 0.0%	0 0.0%	0.0%	7 8.5%	3 5.4%	-3.2%	1 3.8%	0		0	0	
African American	7 5.6%	11 11.2%	5.6%	2 11.1%	7 16.7%	5.6%	5 6.1%	4 7.1%	1.0%	0 0.0%	0		0	0	
Caucasian	79 63.2%	48 49.0%	-14.2%	8 44.4%	14 33.3%	-11.1%	53 64.6%	34 60.7%	-3.9%	18 69.2%	0		0	0	
Hispanic	13 10.4%	24 24.5%	14.1%	1 5.6%	17 40.5%	34.9%	8 9.8%	7 12.5%	2.7%	4 15.4%	0		0	0	
Filipino	6 4.8%	4 4.1%	-0.7%	2 11.1%	2 4.8%	-6.3%	1 1.2%	2 3.6%	2.4%	3 11.5%	0		0	0	
Other	3 2.4%	1 1.0%	-1.4%	1 5.6%	0 0.0%	-5.6%	2 2.4%	1 1.8%	-0.7%	0 0.0%	0		0	0	
Nonrespondent	9 7.2%	7 7.1%	-0.1%	4 22.2%	2 4.8%	-17.5%	6 7.3%	5 8.9%	1.6%	0 0.0%	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0		0	0	
Female	88 70.4%	57 58.2%	-12.2%	11 61.1%	19 45.2%	-15.9%	57 69.5%	38 67.9%	-1.7%	20 76.9%	0		0	0	
Male	37 29.6%	41 41.8%	12.2%	7 38.9%	23 54.8%	15.9%	25 30.5%	18 32.1%	1.7%	6 23.1%	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	69 55.2%	57 58.2%	3.0%	13 72.2%	25 59.5%	-12.7%	42 51.2%	32 57.1%	5.9%	14 53.8%	0		0	0	
D, F, W or NC	33 26.4%	26 26.5%	0.1%	3 16.7%	10 23.8%	7.1%	22 26.8%	16 28.6%	1.7%	8 30.8%	0		0	0	-
DRP or NA	23 18.4%	14 14.3%	-4.1%	2 11.1%	7 16.7%	5.6%	18 22.0%	7 12.5%	-9.5%	4 15.4%	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 216

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	17	24	7	0	0		17	24	7	0	0		0	0	
Number of Sections	1	2	1	0	0		1	2	1	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	4 23.5%	0 0.0%	-23.5%	0	0		4 23.5%	0 0.0%	-23.5%	0	0		0	0	
African American	0 0.0%	3 12.5%	12.5%	0	0		0 0.0%	3 12.5%	12.5%	0	0		0	0	
Caucasian	7 41.2%	18 75.0%	33.8%	0	0		7 41.2%	18 75.0%	33.8%	0	0		0	0	
Hispanic	1 5.9%	1 4.2%	-1.7%	0	0		1 5.9%	1 4.2%	-1.7%	0	0		0	0	
Filipino	1 5.9%	1 4.2%	-1.7%	0	0		1 5.9%	1 4.2%	-1.7%	0	0		0	0	
Other	3 17.6%	1 4.2%	-13.5%	0	0		3 17.6%	1 4.2%	-13.5%	0	0		0	0	
Nonrespondent	1 5.9%	0 0.0%	-5.9%	0	0		1 5.9%	0 0.0%	-5.9%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	11 64.7%	15 62.5%	-2.2%	0	0		11 64.7%	15 62.5%	-2.2%	0	0		0	0	
Male	6 35.3%	9 37.5%	2.2%	0	0		6 35.3%	9 37.5%	2.2%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	6 35.3%	12 50.0%	14.7%	0	0		6 35.3%	12 50.0%	14.7%	0	0		0	0	
D, F, W or NC	7 41.2%	10 41.7%	0.5%	0	0		7 41.2%	10 41.7%	0.5%	0	0		0	0	-
DRP or NA	4 23.5%	2 8.3%	-15.2%	0	0		4 23.5%	2 8.3%	-15.2%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 210

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	86	99	13	42	23	-19	44	59	15	0	18		0	0	
Number of Sections	3	4	1	2	1	-1	1	2	1	0	1		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	1 1.0%	1.0%	0 0.0%	1 4.3%	4.3%	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0	0	
Asian	6 7.0%	3 3.0%	-3.9%	4 9.5%	1 4.3%	-5.2%	2 4.5%	3 5.1%	0.5%	0	0 0.0%		0	0	
African American	9 10.5%	8 8.1%	-2.4%	5 11.9%	5 21.7%	9.8%	4 9.1%	2 3.4%	-5.7%	0	1 5.6%		0	0	
Caucasian	45 52.3%	60 60.6%	8.3%	17 40.5%	9 39.1%	-1.3%	28 63.6%	40 67.8%	4.2%	0	11 61.1%		0	0	
Hispanic	17 19.8%	14 14.1%	-5.6%	11 26.2%	5 21.7%	-4.5%	6 13.6%	8 13.6%	-0.1%	0	1 5.6%		0	0	
Filipino	2 2.3%	4 4.0%	1.7%	1 2.4%	2 8.7%	6.3%	1 2.3%	0 0.0%	-2.3%	0	2 11.1%		0	0	
Other	1 1.2%	5 5.1%	3.9%	0 0.0%	0 0.0%	0.0%	1 2.3%	4 6.8%	4.5%	0	1 5.6%		0	0	
Nonrespondent	6 7.0%	4 4.0%	-2.9%	4 9.5%	0 0.0%	-9.5%	2 4.5%	2 3.4%	-1.2%	0	2 11.1%		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0	0	
Female	48 55.8%	64 64.6%	8.8%	24 57.1%	14 60.9%	3.7%	24 54.5%	39 66.1%	11.6%	0	11 61.1%		0	0	
Male	38 44.2%	35 35.4%	-8.8%	18 42.9%	9 39.1%	-3.7%	20 45.5%	20 33.9%	-11.6%	0	7 38.9%		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	43 50.0%	48 48.5%	-1.6%	23 54.8%	10 43.5%	-11.3%	20 45.5%	29 49.2%	3.7%	0	9 50.0%		0	0	
D, F, W or NC	19 22.1%	29 29.3%	7.2%	5 11.9%	9 39.1%	27.2%	14 31.8%	15 25.4%	-6.4%	0	5 27.8%		0	0	
DRP or NA	24 27.9%	22 22.2%	-5.7%	14 33.3%	4 17.4%	-15.9%	10 22.7%	14 23.7%	1.0%	0	4 22.2%		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 211

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	22	7	-15	0	0		22	7	-15	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	1 4.5%	1 14.3%	9.7%	0	0		1 4.5%	1 14.3%	9.7%	0	0		0	0	
African American	3 13.6%	0 0.0%	-13.6%	0	0		3 13.6%	0 0.0%	-13.6%	0	0		0	0	
Caucasian	8 36.4%	5 71.4%	35.1%	0	0		8 36.4%	5 71.4%	35.1%	0	0		0	0	
Hispanic	5 22.7%	1 14.3%	-8.4%	0	0		5 22.7%	1 14.3%	-8.4%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	1 4.5%	0 0.0%	-4.5%	0	0		1 4.5%	0 0.0%	-4.5%	0	0		0	0	
Nonrespondent	4 18.2%	0 0.0%	-18.2%	0	0		4 18.2%	0 0.0%	-18.2%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	10 45.5%	5 71.4%	26.0%	0	0		10 45.5%	5 71.4%	26.0%	0	0		0	0	
Male	12 54.5%	2 28.6%	-26.0%	0	0		12 54.5%	2 28.6%	-26.0%	0	0		0	0	

	District			City			Mesa			Miramar			E		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	[illegible]4	Change
A, B, C or CR	8 36.4%	0 0.0%	-36.4%	0	0		8 36.4%	0 0.0%	-36.4%	0	0		0	0	
D, F, W or NC	8 36.4%	0 0.0%	-36.4%	0	0		8 36.4%	0 0.0%	-36.4%	0	0		0	0	
DRP or NA	6 27.3%	7 #####	72.7%	0	0		6 27.3%	7 100.0%	72.7%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 208

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	335	304	-31	130	101	-29	185	188	3	20	16	-4	0	0	
Number of Sections	10	9	-1	4	3	-1	5	5	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	4 1.2%	3 1.0%	-0.2%	0 0.0%	1 1.0%	1.0%	4 2.2%	2 1.1%	-1.1%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	43 12.8%	25 8.2%	-4.6%	27 20.8%	11 10.9%	-9.9%	14 7.6%	15 8.0%	0.4%	2 10.0%	0 0.0%	-10.0%	0	0	
African American	40 11.9%	33 10.9%	-1.1%	23 17.7%	26 25.7%	8.1%	17 9.2%	6 3.2%	-6.0%	0 0.0%	1 6.3%	6.3%	0	0	
Caucasian	149 44.5%	161 53.0%	8.5%	35 26.9%	33 32.7%	5.8%	101 54.6%	118 62.8%	8.2%	13 65.0%	10 62.5%	-2.5%	0	0	
Hispanic	59 17.6%	51 16.8%	-0.8%	31 23.8%	26 25.7%	1.9%	27 14.6%	22 11.7%	-2.9%	1 5.0%	3 18.8%	13.8%	0	0	
Filipino	17 5.1%	13 4.3%	-0.8%	6 4.6%	1 1.0%	-3.6%	9 4.9%	11 5.9%	1.0%	2 10.0%	1 6.3%	-3.8%	0	0	
Other	9 2.7%	6 2.0%	-0.7%	3 2.3%	0 0.0%	-2.3%	4 2.2%	5 2.7%	0.5%	2 10.0%	1 6.3%	-3.8%	0	0	
Nonrespondent	14 4.2%	12 3.9%	-0.2%	5 3.8%	3 3.0%	-0.9%	9 4.9%	9 4.8%	-0.1%	0 0.0%	0 0.0%	0.0%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.6%	1 0.3%	-0.3%	2 1.5%	1 1.0%	-0.5%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0	
Female	209 62.4%	203 66.8%	4.4%	77 59.2%	63 62.4%	3.1%	115 62.2%	129 68.6%	6.5%	17 85.0%	12 75.0%	-10.0%	0	0	
Male	124 37.0%	100 32.9%	-4.1%	51 39.2%	37 36.6%	-2.6%	70 37.8%	59 31.4%	-6.5%	3 15.0%	4 25.0%	10.0%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	201 60.0%	184 60.5%	0.5%	81 62.3%	68 67.3%	5.0%	109 58.9%	118 62.8%	3.8%	11 55.0%	0 0.0%	-55.0%	0	0	
D, F, W or NC	58 17.3%	59 19.4%	2.1%	19 14.6%	14 13.9%	-0.8%	34 18.4%	45 23.9%	5.6%	5 25.0%	0 0.0%	-25.0%	0	0	
DRP or NA	78 23.3%	64 21.1%	-2.2%	32 24.6%	19 18.8%	-5.8%	42 22.7%	29 15.4%	-7.3%	4 20.0%	16 100.0%	80.0%	0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 209

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	90	81	-9	0	0		64	54	-10	26	28	2	0	0	
Number of Sections	3	3	0	0	0		2	2	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 1.1%	0 0.0%	-1.1%	0	0		1 1.6%	0 0.0%	-1.6%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	2 2.2%	1 1.2%	-1.0%	0	0		1 1.6%	0 0.0%	-1.6%	1 3.8%	1 3.6%	-0.3%	0	0	
African American	4 4.4%	5 6.2%	1.7%	0	0		3 4.7%	3 5.6%	0.9%	1 3.8%	2 7.1%	3.3%	0	0	
Caucasian	61 67.8%	52 64.2%	-3.6%	0	0		43 67.2%	38 70.4%	3.2%	18 69.2%	14 50.0%	-19.2%	0	0	
Hispanic	11 12.2%	3 3.7%	-8.5%	0	0		9 14.1%	3 5.6%	-8.5%	2 7.7%	0 0.0%	-7.7%	0	0	
Filipino	3 3.3%	9 11.1%	7.8%	0	0		0 0.0%	2 3.7%	3.7%	3 11.5%	8 28.6%	17.0%	0	0	
Other	2 2.2%	5 6.2%	4.0%	0	0		2 3.1%	4 7.4%	4.3%	0 0.0%	1 3.6%	3.6%	0	0	
Nonrespondent	6 6.7%	6 7.4%	0.7%	0	0		5 7.8%	4 7.4%	-0.4%	1 3.8%	2 7.1%	3.3%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 2.2%	0 0.0%	-2.2%	0	0		1 1.6%	0 0.0%	-1.6%	1 3.8%	0 0.0%	-3.8%	0	0	
Female	45 50.0%	44 54.3%	4.3%	0	0		27 42.2%	33 61.1%	18.9%	18 69.2%	11 39.3%	-29.9%	0	0	
Male	43 47.8%	37 45.7%	-2.1%	0	0		36 56.3%	21 38.9%	-17.4%	7 26.9%	17 60.7%	33.8%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	44 48.9%	36 44.4%	-4.4%	0	0		26 40.6%	18 33.3%	-7.3%	18 69.2%	18 64.3%	-4.9%	0	0	
D, F, W or NC	28 31.1%	24 29.6%	-1.5%	0	0		22 34.4%	17 31.5%	-2.9%	6 23.1%	7 25.0%	1.9%	0	0	
DRP or NA	19 21.1%	21 25.9%	4.8%	0	0		17 26.6%	20 37.0%	10.5%	2 7.7%	1 3.6%	-4.1%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 202

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	27	38	11	0	0		27	38	11	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	2 7.4%	2 5.3%	-2.1%	0	0		2 7.4%	2 5.3%	-2.1%	0	0		0	0	
African American	2 7.4%	4 10.5%	3.1%	0	0		2 7.4%	4 10.5%	3.1%	0	0		0	0	
Caucasian	15 55.6%	27 71.1%	15.5%	0	0		15 55.6%	27 71.1%	15.5%	0	0		0	0	
Hispanic	5 18.5%	2 5.3%	-13.3%	0	0		5 18.5%	2 5.3%	-13.3%	0	0		0	0	
Filipino	1 3.7%	2 5.3%	1.6%	0	0		1 3.7%	2 5.3%	1.6%	0	0		0	0	
Other	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	2 7.4%	1 2.6%	-4.8%	0	0		2 7.4%	1 2.6%	-4.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 3.7%	0 0.0%	-3.7%	0	0		1 3.7%	0 0.0%	-3.7%	0	0		0	0	
Female	15 55.6%	26 68.4%	12.9%	0	0		15 55.6%	26 68.4%	12.9%	0	0		0	0	
Male	11 40.7%	12 31.6%	-9.2%	0	0		11 40.7%	12 31.6%	-9.2%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	15 55.6%	17 44.7%	-10.8%	0	0		15 55.6%	17 44.7%	-10.8%	0	0		0	0	
D, F, W or NC	7 25.9%	15 39.5%	13.5%	0	0		7 25.9%	15 39.5%	13.5%	0	0		0	0	
DRP or NA	5 18.5%	6 15.8%	-2.7%	0	0		5 18.5%	6 15.8%	-2.7%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 205

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	2075	1948	-127	678	641	-37	1144	1065	-79	279	277	-2	0	0	
Number of Sections	61	59	-2	18	19	1	33	31	-2	10	9	-1	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	36 1.7%	29 1.5%	-0.2%	12 1.8%	13 2.0%	0.3%	21 1.8%	15 1.4%	-0.4%	3 1.1%	1 0.4%	-0.7%	0	0	
Asian	304 14.7%	266 13.7%	-1.0%	139 20.5%	106 16.5%	-4.0%	143 12.5%	140 13.1%	0.6%	32 11.5%	32 11.6%	0.1%	0	0	
African American	228 11.0%	208 10.7%	-0.3%	149 22.0%	126 19.7%	-2.3%	65 5.7%	67 6.3%	0.6%	19 6.8%	23 8.3%	1.5%	0	0	
Caucasian	886 42.7%	838 43.0%	0.3%	181 26.7%	172 26.8%	0.1%	579 50.6%	542 50.9%	0.3%	130 46.6%	131 47.3%	0.7%	0	0	
Hispanic	320 15.4%	295 15.1%	-0.3%	133 19.6%	152 23.7%	4.1%	169 14.8%	130 12.2%	-2.6%	20 7.2%	17 6.1%	-1.0%	0	0	
Filipino	144 6.9%	149 7.6%	0.7%	21 3.1%	22 3.4%	0.3%	65 5.7%	69 6.5%	0.8%	62 22.2%	60 21.7%	-0.6%	0	0	
Other	53 2.6%	58 3.0%	0.4%	16 2.4%	19 3.0%	0.6%	31 2.7%	35 3.3%	0.6%	7 2.5%	4 1.4%	-1.1%	0	0	
Nonrespondent	104 5.0%	105 5.4%	0.4%	27 4.0%	31 4.8%	0.9%	71 6.2%	67 6.3%	0.1%	6 2.2%	9 3.2%	1.1%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	9 0.4%	4 0.2%	-0.2%	3 0.4%	1 0.2%	-0.3%	6 0.5%	3 0.3%	-0.2%	0 0.0%	0 0.0%	0.0%	0	0	
Female	1133 54.6%	1057 54.3%	-0.3%	358 52.8%	344 53.7%	0.9%	621 54.3%	573 53.8%	-0.5%	167 59.9%	159 57.4%	-2.5%	0	0	
Male	933 45.0%	887 45.5%	0.6%	317 46.8%	296 46.2%	-0.6%	517 45.2%	489 45.9%	0.7%	112 40.1%	118 42.6%	2.5%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	986 47.5%	945 48.5%	1.0%	345 50.9%	324 50.5%	-0.3%	512 44.8%	483 45.4%	0.6%	129 46.2%	138 49.8%	3.6%	0	0	
D, F, W or NC	628 30.3%	607 31.2%	0.9%	185 27.3%	186 29.0%	1.7%	370 32.3%	355 33.3%	1.0%	75 26.9%	67 24.2%	-2.7%	0	0	
DRP or NA	590 28.4%	515 26.4%	-2.0%	171 25.2%	153 23.9%	-1.4%	337 29.5%	288 27.0%	-2.4%	85 30.5%	81 29.2%	-1.2%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 101

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	4014	3040	-974	1111	947	-164	2155	1600	-555	605	456	-149	198	92	-106
Number of Sections	116	104	-12	31	32	1	61	52	-9	18	14	-4	6	6	0

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	59 1.5%	45 1.5%	0.0%	14 1.3%	17 1.8%	0.5%	35 1.6%	25 1.6%	-0.1%	10 1.7%	3 0.7%	-1.0%	0 0.0%	0 0.0%	0.0%
Asian	582 14.5%	290 9.5%	-5.0%	105 9.5%	44 4.6%	-4.8%	346 16.1%	179 11.2%	-4.9%	79 13.1%	55 12.1%	-1.0%	73 36.9%	23 25.0%	-11.9%
African American	547 13.6%	325 10.7%	-2.9%	271 24.4%	198 20.9%	-3.5%	180 8.4%	90 5.6%	-2.7%	36 6.0%	15 3.3%	-2.7%	71 35.9%	32 34.8%	-1.1%
Caucasian	1580 39.4%	1368 45.0%	5.6%	302 27.2%	319 33.7%	6.5%	997 46.3%	846 52.9%	6.6%	279 46.1%	211 46.3%	0.2%	9 4.5%	6 6.5%	2.0%
Hispanic	659 16.4%	480 15.8%	-0.6%	292 26.3%	216 22.8%	-3.5%	289 13.4%	208 13.0%	-0.4%	52 8.6%	41 9.0%	0.4%	32 16.2%	23 25.0%	8.8%
Filipino	314 7.8%	251 8.3%	0.4%	35 3.2%	51 5.4%	2.2%	156 7.2%	115 7.2%	-0.1%	121 20.0%	87 19.1%	-0.9%	5 2.5%	3 3.3%	0.7%
Other	125 3.1%	100 3.3%	0.2%	36 3.2%	30 3.2%	-0.1%	79 3.7%	53 3.3%	-0.4%	11 1.8%	19 4.2%	2.3%	5 2.5%	1 1.1%	-1.4%
Nonrespondent	148 3.7%	181 6.0%	2.3%	56 5.0%	72 7.6%	2.6%	73 3.4%	84 5.3%	1.9%	17 2.8%	25 5.5%	2.7%	3 1.5%	4 4.3%	2.8%

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	19 0.5%	10 0.3%	-0.1%	9 0.8%	3 0.3%	-0.5%	6 0.3%	4 0.3%	0.0%	2 0.3%	2 0.4%	0.1%	2 1.0%	1 1.1%	0.1%
Female	2083 51.9%	1555 51.2%	-0.7%	598 53.8%	498 52.6%	-1.2%	1101 51.1%	792 49.5%	-1.6%	305 50.4%	236 51.8%	1.3%	119 60.1%	65 70.7%	10.6%
Male	1912 47.6%	1475 48.5%	0.9%	504 45.4%	446 47.1%	1.7%	1048 48.6%	804 50.3%	1.6%	298 49.3%	218 47.8%	-1.4%	77 38.9%	26 28.3%	-10.6%

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	1714 42.7%	1353 44.5%	1.8%	496 44.6%	410 43.3%	-1.3%	869 40.3%	672 42.0%	1.7%	259 42.8%	232 50.9%	8.1%	90 45.5%	39 42.4%	-3.1%
D, F, W or NC	1460 36.4%	1130 37.2%	0.8%	388 34.9%	337 35.6%	0.7%	820 38.1%	627 39.2%	1.1%	189 31.2%	141 30.9%	-0.3%	64 32.3%	25 27.2%	-5.1%
DRP or NA	1069 26.6%	755 24.8%	-1.8%	287 25.8%	252 26.6%	0.8%	582 27.0%	388 24.3%	-2.8%	167 27.6%	96 21.1%	-6.6%	44 22.2%	31 33.7%	11.5%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 105

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	617	430	-187	147	77	-70	394	356	-38	79	0		0	0	
Number of Sections	19	12	-7	6	3	-3	11	9	-2	2	0		0	0	

	District						City						Mesa						Miramar						ECC					
Ethnicity:	964		974		Change		964		974		Change		964		974		Change		964		974		Change		964		974		Change	
American Indian	14	2.3%	7	1.6%	-0.6%		3	2.0%	3	3.9%	1.9%		8	2.0%	5	1.4%	-0.6%		3	3.8%	0				0		0			
Asian	48	7.8%	35	8.1%	0.4%		8	5.4%	4	5.2%	-0.2%		30	7.6%	31	8.7%	1.1%		10	12.7%	0				0		0			
African American	51	8.3%	25	5.8%	-2.5%		36	24.5%	9	11.7%	-12.8%		10	2.5%	16	4.5%	2.0%		5	6.3%	0				0		0			
Caucasian	313	50.7%	220	51.2%	0.4%		59	40.1%	32	41.6%	1.4%		218	55.3%	189	53.1%	-2.2%		36	45.6%	0				0		0			
Hispanic	108	17.5%	78	18.1%	0.6%		25	17.0%	24	31.2%	14.2%		75	19.0%	55	15.4%	-3.6%		10	12.7%	0				0		0			
Filipino	33	5.3%	17	4.0%	-1.4%		7	4.8%	1	1.3%	-3.5%		15	3.8%	16	4.5%	0.7%		12	15.2%	0				0		0			
Other	11	1.8%	17	4.0%	2.2%		3	2.0%	0	0.0%	-2.0%		8	2.0%	17	4.8%	2.7%		0	0.0%	0				0		0			
Nonrespondent	39	6.3%	31	7.2%	0.9%		6	4.1%	4	5.2%	1.1%		30	7.6%	27	7.6%	0.0%		3	3.8%	0				0		0			

	District						City						Mesa						Miramar						ECC					
Gender:	964		974		Change		964		974		Change		964		974		Change		964		974		Change		964		974		Change	
Unknown	2	0.3%	0	0.0%	-0.3%		0	0.0%	0	0.0%	0.0%		2	0.5%	0	0.0%	-0.5%		0	0.0%	0				0		0			
Female	326	52.8%	250	58.1%	5.3%		79	53.7%	53	68.8%	15.1%		204	51.8%	199	55.9%	4.1%		45	57.0%	0				0		0			
Male	289	46.8%	180	41.9%	-5.0%		68	46.3%	24	31.2%	-15.1%		188	47.7%	157	44.1%	-3.6%		34	43.0%	0				0		0			

	District						City						Mesa						Miramar						ECC					
Course Completion:	964		974		Change		964		974		Change		964		974		Change		964		974		Change		964		974		Change	
A, B, C or CR	257	41.7%	176	40.9%	-0.7%		71	48.3%	36	46.8%	-1.5%		151	38.3%	140	39.3%	1.0%		35	44.3%	0				0		0			
D, F, W or NC	201	32.6%	173	40.2%	7.7%		36	24.5%	23	29.9%	5.4%		145	36.8%	150	42.1%	5.3%		20	25.3%	0				0		0			
DRP or NA	164	26.6%	91	21.2%	-5.4%		42	28.6%	18	23.4%	-5.2%		100	25.4%	74	20.8%	-4.6%		23	29.1%	0				0		0			

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 051

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	1743	1909	166	635	710	75	748	850	102	292	296	4	80	75	-5
Number of Sections	52	71	19	19	25	6	21	31	10	9	12	3	3	3	0

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	22 1.3%	22 1.2%	-0.1%	10 1.6%	8 1.1%	-0.4%	10 1.3%	12 1.4%	0.1%	2 0.7%	2 0.7%	0.0%	0 0.0%	0 0.0%	0.0%
Asian	313 18.0%	324 17.0%	-1.0%	70 11.0%	69 9.7%	-1.3%	182 24.3%	188 22.1%	-2.2%	56 19.2%	65 22.0%	2.8%	6 7.5%	6 8.0%	0.5%
African American	313 18.0%	322 16.9%	-1.1%	182 28.7%	187 26.3%	-2.3%	67 9.0%	71 8.4%	-0.6%	20 6.8%	20 6.8%	-0.1%	49 61.3%	46 61.3%	0.1%
Caucasian	443 25.4%	487 25.5%	0.1%	89 14.0%	130 18.3%	4.3%	244 32.6%	284 33.4%	0.8%	107 36.6%	79 26.7%	-10.0%	5 6.3%	1 1.3%	-4.9%
Hispanic	435 25.0%	490 25.7%	0.7%	230 36.2%	258 36.3%	0.1%	154 20.6%	176 20.7%	0.1%	39 13.4%	43 14.5%	1.2%	15 18.8%	16 21.3%	2.6%
Filipino	134 7.7%	147 7.7%	0.0%	21 3.3%	19 2.7%	-0.6%	60 8.0%	66 7.8%	-0.3%	52 17.8%	61 20.6%	2.8%	1 1.3%	3 4.0%	2.8%
Other	52 3.0%	58 3.0%	0.1%	20 3.1%	25 3.5%	0.4%	20 2.7%	24 2.8%	0.1%	8 2.7%	11 3.7%	1.0%	4 5.0%	1 1.3%	-3.7%
Nonrespondent	31 1.8%	59 3.1%	1.3%	13 2.0%	14 2.0%	-0.1%	11 1.5%	29 3.4%	1.9%	8 2.7%	15 5.1%	2.3%	0 0.0%	2 2.7%	2.7%

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	3 0.2%	14 0.7%	0.6%	1 0.2%	4 0.6%	0.4%	2 0.3%	6 0.7%	0.4%	0 0.0%	3 1.0%	1.0%	0 0.0%	1 1.3%	1.3%
Female	930 53.4%	1016 53.2%	-0.1%	371 58.4%	396 55.8%	-2.7%	381 50.9%	443 52.1%	1.2%	142 48.6%	139 47.0%	-1.7%	43 53.8%	51 68.0%	14.3%
Male	810 46.5%	879 46.0%	-0.4%	263 41.4%	310 43.7%	2.2%	365 48.8%	401 47.2%	-1.6%	150 51.4%	154 52.0%	0.7%	37 46.3%	23 30.7%	-15.6%

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	587 33.7%	633 33.2%	-0.5%	218 34.3%	314 44.2%	9.9%	243 32.5%	303 35.6%	3.2%	91 31.2%	81 27.4%	-3.8%	35 43.8%	35 46.7%	2.9%
D, F, W or NC	782 44.9%	980 51.3%	6.5%	288 45.4%	378 53.2%	7.9%	325 43.4%	419 49.3%	5.8%	133 45.5%	155 52.4%	6.8%	36 45.0%	28 37.3%	-7.7%
DRP or NA	453 26.0%	431 22.6%	-3.4%	163 25.7%	157 22.1%	-3.6%	202 27.0%	180 21.2%	-5.8%	77 26.4%	82 27.7%	1.3%	12 15.0%	16 21.3%	6.3%

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 056

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	1684	1369	**-315**	656	537	**-119**	755	605	**-150**	225	197	**-28**	62	44	**-18**
Number of Sections	49	46	**-3**	16	17	**1**	23	18	**-5**	7	8	**1**	3	3	**0**

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	31 1.8%	14 1.0%	**-0.8%**	13 2.0%	6 1.1%	**-0.9%**	16 2.1%	6 1.0%	**-1.1%**	2 0.9%	2 1.0%	**0.1%**	0 0.0%	0 0.0%	**0.0%**
Asian	269 16.0%	251 18.3%	**2.4%**	60 9.1%	50 9.3%	**0.2%**	153 20.3%	158 26.1%	**5.9%**	52 23.1%	45 22.8%	**-0.3%**	9 14.5%	1 2.3%	**-12.2%**
African American	307 18.2%	230 16.8%	**-1.4%**	189 28.8%	141 26.3%	**-2.6%**	80 10.6%	57 9.4%	**-1.2%**	11 4.9%	9 4.6%	**-0.3%**	31 50.0%	23 52.3%	**2.3%**
Caucasian	429 25.5%	333 24.3%	**-1.2%**	104 15.9%	100 18.6%	**2.8%**	256 33.9%	172 28.4%	**-5.5%**	68 30.2%	64 32.5%	**2.3%**	2 3.2%	0 0.0%	**-3.2%**
Hispanic	406 24.1%	346 25.3%	**1.2%**	230 35.1%	188 35.0%	**-0.1%**	132 17.5%	118 19.5%	**2.0%**	31 13.8%	28 14.2%	**0.4%**	16 25.8%	16 36.4%	**10.6%**
Filipino	151 9.0%	109 8.0%	**-1.0%**	29 4.4%	14 2.6%	**-1.8%**	70 9.3%	55 9.1%	**-0.2%**	49 21.8%	39 19.8%	**-2.0%**	3 4.8%	3 6.8%	**2.0%**
Other	56 3.3%	48 3.5%	**0.2%**	18 2.7%	22 4.1%	**1.4%**	30 4.0%	23 3.8%	**-0.2%**	7 3.1%	3 1.5%	**-1.6%**	1 1.6%	1 2.3%	**0.7%**
Nonrespondent	35 2.1%	38 2.8%	**0.7%**	13 2.0%	16 3.0%	**1.0%**	18 2.4%	16 2.6%	**0.3%**	5 2.2%	7 3.6%	**1.3%**	0 0.0%	0 0.0%	**0.0%**

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	4 0.2%	7 0.5%	**0.3%**	1 0.2%	4 0.7%	**0.6%**	3 0.4%	2 0.3%	**-0.1%**	0 0.0%	1 0.5%	**0.5%**	0 0.0%	0 0.0%	**0.0%**
Female	889 52.8%	729 53.3%	**0.5%**	360 54.9%	295 54.9%	**0.1%**	377 49.9%	307 50.7%	**0.8%**	120 53.3%	105 53.3%	**0.0%**	38 61.3%	32 72.7%	**11.4%**
Male	791 47.0%	633 46.2%	**-0.7%**	295 45.0%	238 44.3%	**-0.6%**	375 49.7%	296 48.9%	**-0.7%**	105 46.7%	91 46.2%	**-0.5%**	24 38.7%	12 27.3%	**-11.4%**

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	854 50.7%	698 51.0%	**0.3%**	347 52.9%	285 53.1%	**0.2%**	391 51.8%	298 49.3%	**-2.5%**	77 34.2%	88 44.7%	**10.4%**	39 62.9%	27 61.4%	**-1.5%**
D, F, W or NC	517 30.7%	477 34.8%	**4.1%**	189 28.8%	170 31.7%	**2.8%**	217 28.7%	218 36.0%	**7.3%**	95 42.2%	79 40.1%	**-2.1%**	16 25.8%	10 22.7%	**-3.1%**
DRP or NA	401 23.8%	291 21.3%	**-2.6%**	145 22.1%	119 22.2%	**0.1%**	186 24.6%	116 19.2%	**-5.5%**	66 29.3%	50 25.4%	**-4.0%**	7 11.3%	7 15.9%	**4.6%**

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 009

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	256	261	5	79	72	-7	107	122	15	72	69	-3	0	0	
Number of Sections	9	11	2	3	3	0	4	6	2	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	162 63.3%	144 55.2%	-8.1%	32 40.5%	37 51.4%	10.9%	75 70.1%	69 56.6%	-13.5%	57 79.2%	40 58.0%	-21.2%	0	0	
African American	9 3.5%	11 4.2%	0.7%	8 10.1%	4 5.6%	-4.6%	1 0.9%	6 4.9%	4.0%	0 0.0%	1 1.4%	1.4%	0	0	
Caucasian	26 10.2%	36 13.8%	3.6%	3 3.8%	4 5.6%	1.8%	16 15.0%	17 13.9%	-1.0%	7 9.7%	15 21.7%	12.0%	0	0	
Hispanic	37 14.5%	62 23.8%	9.3%	28 35.4%	24 33.3%	-2.1%	8 7.5%	28 23.0%	15.5%	1 1.4%	10 14.5%	13.1%	0	0	
Filipino	5 2.0%	2 0.8%	-1.2%	0 0.0%	0 0.0%	0.0%	1 0.9%	0 0.0%	-0.9%	4 5.6%	2 2.9%	-2.7%	0	0	
Other	13 5.1%	5 1.9%	-3.2%	6 7.6%	2 2.8%	-4.8%	4 3.7%	2 1.6%	-2.1%	3 4.2%	1 1.4%	-2.7%	0	0	
Nonrespondent	4 1.6%	1 0.4%	-1.2%	2 2.5%	1 1.4%	-1.1%	2 1.9%	0 0.0%	-1.9%	0 0.0%	0 0.0%	0.0%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.8%	1 0.4%	-0.4%	0 0.0%	1 1.4%	1.4%	2 1.9%	0 0.0%	-1.9%	0 0.0%	0 0.0%	0.0%	0	0	
Female	141 55.1%	143 54.8%	-0.3%	38 48.1%	33 45.8%	-2.3%	59 55.1%	69 56.6%	1.4%	44 61.1%	43 62.3%	1.2%	0	0	
Male	113 44.1%	117 44.8%	0.7%	41 51.9%	38 52.8%	0.9%	46 43.0%	53 43.4%	0.5%	28 38.9%	26 37.7%	-1.2%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	131 51.2%	122 46.7%	-4.4%	53 67.1%	34 47.2%	-19.9%	47 43.9%	61 50.0%	6.1%	31 43.1%	27 39.1%	-3.9%	0	0	
D, F, W or NC	88 34.4%	94 36.0%	1.6%	22 27.8%	25 34.7%	6.9%	35 32.7%	40 32.8%	0.1%	31 43.1%	29 42.0%	-1.0%	0	0	
DRP or NA	42 16.4%	55 21.1%	4.7%	4 5.1%	13 18.1%	13.0%	28 26.2%	29 23.8%	-2.4%	10 13.9%	13 18.8%	5.0%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 010

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	161	228	67	41	70		74	120	46	48	39		0	0	
Number of Sections	7	11	4	2	3		3	6	3	2	2		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%		0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%		0	0	
Asian	111 68.9%	129 56.6%	-12.4%	23 56.1%	24 34.3%		59 79.7%	83 69.2%	-10.6%	30 62.5%	23 59.0%		0	0	
African American	2 1.2%	6 2.6%	1.4%	1 2.4%	4 5.7%		0 0.0%	2 1.7%	1.7%	1 2.1%	0 0.0%		0	0	
Caucasian	16 9.9%	22 9.6%	-0.3%	1 2.4%	2 2.9%		4 5.4%	13 10.8%	5.4%	11 22.9%	7 17.9%		0	0	
Hispanic	24 14.9%	47 20.6%	5.7%	14 34.1%	32 45.7%		7 9.5%	14 11.7%	2.2%	3 6.3%	1 2.6%		0	0	
Filipino	2 1.2%	11 4.8%	3.6%	1 2.4%	2 2.9%		0 0.0%	4 3.3%	3.3%	1 2.1%	5 12.8%		0	0	
Other	5 3.1%	8 3.5%	0.4%	1 2.4%	3 4.3%		4 5.4%	3 2.5%	-2.9%	1 2.1%	2 5.1%		0	0	
Nonrespondent	1 0.6%	5 2.2%	1.6%	0 0.0%	3 4.3%		0 0.0%	1 0.8%	0.8%	1 2.1%	1 2.6%		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%		0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%		0	0	
Female	85 52.8%	127 55.7%	2.9%	16 39.0%	35 50.0%		42 56.8%	68 56.7%	-0.1%	28 58.3%	24 61.5%		0	0	
Male	76 47.2%	101 44.3%	-2.9%	25 61.0%	35 50.0%		32 43.2%	52 43.3%	0.1%	20 41.7%	15 38.5%		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	84 52.2%	84 36.8%	-15.3%	32 78.0%	22 31.4%		34 45.9%	51 42.5%	-3.4%	18 37.5%	11 28.2%		0	0	
D, F, W or NC	47 29.2%	115 50.4%	21.2%	9 22.0%	43 61.4%		21 28.4%	50 41.7%	13.3%	17 35.4%	22 56.4%		0	0	
DRP or NA	34 21.1%	65 28.5%	7.4%	0 0.0%	13 18.6%		21 28.4%	46 38.3%	10.0%	13 27.1%	6 15.4%		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 007

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	181	213	32	97	105	8	54	60	6	30	51	21	0	0	
Number of Sections	7	9	2	3	4	1	2	3	1	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 0.6%	1 0.5%	-0.1%	1 1.0%	0 0.0%	-1.0%	0 0.0%	1 1.7%	1.7%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	102 56.4%	118 55.4%	-1.0%	37 38.1%	37 35.2%	-2.9%	42 77.8%	49 81.7%	3.9%	23 76.7%	34 66.7%	-10.0%	0	0	
African American	12 6.6%	16 7.5%	0.9%	10 10.3%	14 13.3%	3.0%	2 3.7%	3 5.0%	1.3%	0 0.0%	0 0.0%	0.0%	0	0	
Caucasian	13 7.2%	24 11.3%	4.1%	3 3.1%	11 10.5%	7.4%	6 11.1%	5 8.3%	-2.8%	4 13.3%	8 15.7%	2.4%	0	0	
Hispanic	40 22.1%	39 18.3%	-3.8%	35 36.1%	34 32.4%	-3.7%	3 5.6%	1 1.7%	-3.9%	2 6.7%	4 7.8%	1.2%	0	0	
Filipino	1 0.6%	5 2.3%	1.8%	1 1.0%	0 0.0%	-1.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	5 9.8%	9.8%	0	0	
Other	10 5.5%	10 4.7%	-0.8%	9 9.3%	9 8.6%	-0.7%	0 0.0%	1 1.7%	1.7%	1 3.3%	0 0.0%	-3.3%	0	0	
Nonrespondent	2 1.1%	0 0.0%	-1.1%	1 1.0%	0 0.0%	-1.0%	1 1.9%	0 0.0%	-1.9%	0 0.0%	0 0.0%	0.0%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 1.1%	0 0.0%	-1.1%	1 1.0%	0 0.0%	-1.0%	1 1.9%	0 0.0%	-1.9%	0 0.0%	0 0.0%	0.0%	0	0	
Female	98 54.1%	116 54.5%	0.3%	49 50.5%	57 54.3%	3.8%	26 48.1%	27 45.0%	-3.1%	23 76.7%	34 66.7%	-10.0%	0	0	
Male	81 44.8%	97 45.5%	0.8%	47 48.5%	48 45.7%	-2.7%	27 50.0%	33 55.0%	5.0%	7 23.3%	17 33.3%	10.0%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	96 53.0%	106 49.8%	-3.3%	55 56.7%	51 48.6%	-8.1%	25 46.3%	30 50.0%	3.7%	16 53.3%	25 49.0%	-4.3%	0	0	
D, F, W or NC	58 32.0%	86 40.4%	8.3%	41 42.3%	43 41.0%	-1.3%	10 18.5%	23 38.3%	19.8%	7 23.3%	20 39.2%	15.9%	0	0	
DRP or NA	29 16.0%	35 16.4%	0.4%	2 2.1%	17 16.2%	14.1%	19 35.2%	9 15.0%	-20.2%	8 26.7%	9 17.6%	-9.0%	0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
English Courses with Prerequisites

ENGL 008

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	267	297	30	95	126	31	129	121	-8	44	55	11	0	0	
Number of Sections	10	13	3	3	4	1	5	7	2	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	2 0.7%	0.7%	0 0.0%	1 0.8%	0.8%	0 0.0%	1 0.8%	0.8%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	166 62.2%	162 54.5%	-7.6%	42 44.2%	54 42.9%	-1.4%	94 72.9%	67 55.4%	-17.5%	30 68.2%	43 78.2%	10.0%	0	0	
African American	10 3.7%	14 4.7%	1.0%	9 9.5%	10 7.9%	-1.5%	1 0.8%	2 1.7%	0.9%	0 0.0%	2 3.6%	3.6%	0	0	
Caucasian	30 11.2%	28 9.4%	-1.8%	6 6.3%	6 4.8%	-1.6%	13 10.1%	19 15.7%	5.6%	11 25.0%	3 5.5%	-19.5%	0	0	
Hispanic	41 15.4%	69 23.2%	7.9%	29 30.5%	44 34.9%	4.4%	12 9.3%	23 19.0%	9.7%	0 0.0%	4 7.3%	7.3%	0	0	
Filipino	5 1.9%	3 1.0%	-0.9%	2 2.1%	0 0.0%	-2.1%	2 1.6%	1 0.8%	-0.7%	1 2.3%	2 3.6%	1.4%	0	0	
Other	12 4.5%	17 5.7%	1.2%	7 7.4%	11 8.7%	1.4%	4 3.1%	6 5.0%	1.9%	1 2.3%	1 1.8%	-0.5%	0	0	
Nonrespondent	3 1.1%	2 0.7%	-0.5%	0 0.0%	0 0.0%	0.0%	3 2.3%	2 1.7%	-0.7%	1 2.3%	0 0.0%	-2.3%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.7%	2 0.7%	-0.1%	0 0.0%	0 0.0%	0.0%	2 1.6%	2 1.7%	0.1%	0 0.0%	0 0.0%	0.0%	0	0	
Female	155 58.1%	156 52.5%	-5.5%	58 61.1%	71 56.3%	-4.7%	73 56.6%	55 45.5%	-11.1%	25 56.8%	33 60.0%	3.2%	0	0	
Male	110 41.2%	139 46.8%	5.6%	37 38.9%	55 43.7%	4.7%	54 41.9%	64 52.9%	11.0%	19 43.2%	22 40.0%	-3.2%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	134 50.2%	162 54.5%	4.4%	45 47.4%	69 54.8%	7.4%	65 50.4%	64 52.9%	2.5%	24 54.5%	29 52.7%	-1.8%	0	0	
D, F, W or NC	90 33.7%	102 34.3%	0.6%	45 47.4%	44 34.9%	-12.4%	33 25.6%	36 29.8%	4.2%	12 27.3%	22 40.0%	12.7%	0	0	-
DRP or NA	49 18.4%	58 19.5%	1.2%	7 7.4%	18 14.3%	6.9%	35 27.1%	35 28.9%	1.8%	8 18.2%	5 9.1%	-9.1%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Engineering Courses with Prerequisites

ENGE 250

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	19	14	-5	4	0		15	14	-1	0	0		0	0	
Number of Sections	2	1	-1	1	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	1 7.1%	7.1%	0 0.0%	0		0 0.0%	1 7.1%	7.1%	0	0		0	0	
Asian	7 36.8%	3 21.4%	-15.4%	2 50.0%	0		5 33.3%	3 21.4%	-11.9%	0	0		0	0	
African American	2 10.5%	3 21.4%	10.9%	0 0.0%	0		2 13.3%	3 21.4%	8.1%	0	0		0	0	
Caucasian	5 26.3%	5 35.7%	9.4%	1 25.0%	0		4 26.7%	5 35.7%	9.0%	0	0		0	0	
Hispanic	2 10.5%	1 7.1%	-3.4%	0 0.0%	0		2 13.3%	1 7.1%	-6.2%	0	0		0	0	
Filipino	1 5.3%	1 7.1%	1.9%	1 25.0%	0		0 0.0%	1 7.1%	7.1%	0	0		0	0	
Other	1 5.3%	0 0.0%	-5.3%	0 0.0%	0		1 6.7%	0 0.0%	-6.7%	0	0		0	0	
Nonrespondent	1 5.3%	0 0.0%	-5.3%	0 0.0%	0		1 6.7%	0 0.0%	-6.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 5.3%	0 0.0%	-5.3%	0 0.0%	0		1 6.7%	0 0.0%	-6.7%	0	0		0	0	
Female	2 10.5%	4 28.6%	18.0%	0 0.0%	0		2 13.3%	4 28.6%	15.2%	0	0		0	0	
Male	16 84.2%	10 71.4%	-12.8%	4 100.0%	0		12 80.0%	10 71.4%	-8.6%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	4 21.1%	9 64.3%	43.2%	0 0.0%	0		4 26.7%	9 64.3%	37.6%	0	0		0	0	
D, F, W or NC	5 26.3%	5 35.7%	9.4%	0 0.0%	0		5 33.3%	5 35.7%	2.4%	0	0		0	0	
DRP or NA	10 52.6%	0 0.0%	-52.6%	4 100.0%	0		6 40.0%	0 0.0%	-40.0%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Engineering Courses with Prerequisites

ENGE 260

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	32	29	-3	32	17	-15	0	13		0	0		0	0	
Number of Sections	1	2	1	1	1	0	0	1		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	1 3.4%	3.4%	0 0.0%	1 5.9%	5.9%	0	0 0.0%		0	0		0	0	
Asian	10 31.3%	9 31.0%	-0.2%	10 31.3%	6 35.3%	4.0%	0	4 30.8%		0	0		0	0	
African American	1 3.1%	2 6.9%	3.8%	1 3.1%	1 5.9%	2.8%	0	1 7.7%		0	0		0	0	
Caucasian	12 37.5%	11 37.9%	0.4%	12 37.5%	5 29.4%	-8.1%	0	6 46.2%		0	0		0	0	
Hispanic	3 9.4%	2 6.9%	-2.5%	3 9.4%	2 11.8%	2.4%	0	0 0.0%		0	0		0	0	
Filipino	2 6.3%	2 6.9%	0.6%	2 6.3%	1 5.9%	-0.4%	0	1 7.7%		0	0		0	0	
Other	1 3.1%	1 3.4%	0.3%	1 3.1%	0 0.0%	-3.1%	0	1 7.7%		0	0		0	0	
Nonrespondent	3 9.4%	1 3.4%	-5.9%	3 9.4%	1 5.9%	-3.5%	0	0 0.0%		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0	0		0	0	
Female	2 6.3%	3 10.3%	4.1%	2 6.3%	2 11.8%	5.5%	0	1 7.7%		0	0		0	0	
Male	30 93.8%	26 89.7%	-4.1%	30 93.8%	15 88.2%	-5.5%	0	12 92.3%		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	14 43.8%	18 62.1%	18.3%	14 43.8%	15 88.2%	44.6%	0	3 23.1%		0	0		0	0	
D, F, W or NC	13 40.6%	7 24.1%	-16.5%	13 40.6%	2 11.8%	-28.9%	0	5 38.5%		0	0		0	0	
DRP or NA	5 15.6%	5 17.2%	1.6%	5 15.6%	0 0.0%	-15.6%	0	5 38.5%		0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Engineering Courses with Prerequisites

ENGE 200

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	59	41	-18	27	17	-10	33	24	-9	0	0		0	0	
Number of Sections	2	2	0	1	1	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	13 22.0%	9 22.0%	-0.1%	7 25.9%	3 17.6%	-8.3%	6 18.2%	6 25.0%	6.8%	0	0		0	0	
African American	7 11.9%	3 7.3%	-4.5%	3 11.1%	3 17.6%	6.5%	4 12.1%	0 0.0%	-12.1%	0	0		0	0	
Caucasian	23 39.0%	10 24.4%	-14.6%	11 40.7%	3 17.6%	-23.1%	12 36.4%	7 29.2%	-7.2%	0	0		0	0	
Hispanic	9 15.3%	9 22.0%	6.7%	4 14.8%	5 29.4%	14.6%	5 15.2%	4 16.7%	1.5%	0	0		0	0	
Filipino	1 1.7%	2 4.9%	3.2%	0 0.0%	0 0.0%	0.0%	1 3.0%	2 8.3%	5.3%	0	0		0	0	
Other	4 6.8%	5 12.2%	5.4%	2 7.4%	3 17.6%	10.2%	3 9.1%	2 8.3%	-0.8%	0	0		0	0	
Nonrespondent	2 3.4%	3 7.3%	3.9%	0 0.0%	0 0.0%	0.0%	2 6.1%	3 12.5%	6.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 1.7%	1 2.4%	0.7%	0 0.0%	0 0.0%	0.0%	1 3.0%	1 4.2%	1.1%	0	0		0	0	
Female	12 20.3%	1 2.4%	-17.9%	6 22.2%	1 5.9%	-16.3%	6 18.2%	0 0.0%	-18.2%	0	0		0	0	
Male	46 78.0%	39 95.1%	17.2%	21 77.8%	16 94.1%	16.3%	26 78.8%	23 95.8%	17.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	11 18.6%	24 58.5%	39.9%	6 22.2%	17 100.0%	77.8%	5 15.2%	7 29.2%	14.0%	0	0		0	0	
D, F, W or NC	36 61.0%	14 34.1%	-26.9%	16 59.3%	0 0.0%	-59.3%	20 60.6%	14 58.3%	-2.3%	0	0		0	0	
DRP or NA	13 22.0%	3 7.3%	-14.7%	5 18.5%	0 0.0%	-18.5%	8 24.2%	3 12.5%	-11.7%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Engineering Courses with Prerequisites

ENGE 210

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	35	15	-20	12	9	-3	23	10	-13	0	0		0	0	
Number of Sections	2	2	0	1	1	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	10 28.6%	1 6.7%	-21.9%	2 16.7%	1 11.1%	-5.6%	8 34.8%	0 0.0%	-34.8%	0	0		0	0	
African American	2 5.7%	0 0.0%	-5.7%	0 0.0%	0 0.0%	0.0%	2 8.7%	0 0.0%	-8.7%	0	0		0	0	
Caucasian	12 34.3%	8 53.3%	19.0%	5 41.7%	4 44.4%	2.8%	7 30.4%	4 40.0%	9.6%	0	0		0	0	
Hispanic	5 14.3%	5 33.3%	19.0%	1 8.3%	4 44.4%	36.1%	4 17.4%	5 50.0%	32.6%	0	0		0	0	
Filipino	1 2.9%	0 0.0%	-2.9%	0 0.0%	0 0.0%	0.0%	1 4.3%	0 0.0%	-4.3%	0	0		0	0	
Other	4 11.4%	1 6.7%	-4.8%	3 25.0%	0 0.0%	-25.0%	1 4.3%	1 10.0%	5.7%	0	0		0	0	
Nonrespondent	1 2.9%	0 0.0%	-2.9%	1 8.3%	0 0.0%	-8.3%	0 0.0%	0 0.0%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	8 22.9%	3 20.0%	-2.9%	2 16.7%	1 11.1%	-5.6%	6 26.1%	2 20.0%	-6.1%	0	0		0	0	
Male	27 77.1%	12 80.0%	2.9%	10 83.3%	8 88.9%	5.6%	17 73.9%	8 80.0%	6.1%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	15 42.9%	6 40.0%	-2.9%	7 58.3%	0 0.0%	-58.3%	8 34.8%	6 60.0%	25.2%	0	0		0	0	
D, F, W or NC	9 25.7%	4 26.7%	1.0%	0 0.0%	0 0.0%	0.0%	9 39.1%	4 40.0%	0.9%	0	0		0	0	-
DRP or NA	11 31.4%	9 60.0%	28.6%	5 41.7%	9 100.0%	58.3%	6 26.1%	0 0.0%	-26.1%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 251

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	26	14	-12	0	0		26	14	-12	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	18 69.2%	8 57.1%	-12.1%	0	0		18 69.2%	8 57.1%	-12.1%	0	0		0	0	
African American	0 0.0%	2 14.3%	14.3%	0	0		0 0.0%	2 14.3%	14.3%	0	0		0	0	
Caucasian	4 15.4%	2 14.3%	-1.1%	0	0		4 15.4%	2 14.3%	-1.1%	0	0		0	0	
Hispanic	3 11.5%	1 7.1%	-4.4%	0	0		3 11.5%	1 7.1%	-4.4%	0	0		0	0	
Filipino	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Other	1 3.8%	0 0.0%	-3.8%	0	0		1 3.8%	0 0.0%	-3.8%	0	0		0	0	
Nonrespondent	0 0.0%	1 7.1%	7.1%	0	0		0 0.0%	1 7.1%	7.1%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	1 7.1%	7.1%	0	0		0 0.0%	1 7.1%	7.1%	0	0		0	0	
Female	14 53.8%	5 35.7%	-18.1%	0	0		14 53.8%	5 35.7%	-18.1%	0	0		0	0	
Male	12 46.2%	8 57.1%	11.0%	0	0		12 46.2%	8 57.1%	11.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	17 65.4%	5 35.7%	-29.7%	0	0		17 65.4%	5 35.7%	-29.7%	0	0		0	0	
D, F, W or NC	1 3.8%	2 14.3%	10.4%	0	0		1 3.8%	2 14.3%	10.4%	0	0		0	0	
DRP or NA	8 30.8%	6 42.9%	12.1%	0	0		8 30.8%	6 42.9%	12.1%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Engineering Courses with Prerequisites

ENGE 151

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	74	51	-23	46	23	-23	28	28	0	0	0		0	0	
Number of Sections	3	3	0	2	2	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	2 3.9%	3.9%	0 0.0%	1 4.3%	4.3%	0 0.0%	1 3.6%	3.6%	0	0		0	0	
Asian	6 8.1%	11 21.6%	13.5%	3 6.5%	3 13.0%	6.5%	3 10.7%	8 28.6%	17.9%	0	0		0	0	
African American	9 12.2%	3 5.9%	-6.3%	8 17.4%	3 13.0%	-4.3%	1 3.6%	0 0.0%	-3.6%	0	0		0	0	
Caucasian	34 45.9%	19 37.3%	-8.7%	18 39.1%	7 30.4%	-8.7%	16 57.1%	12 42.9%	-14.3%	0	0		0	0	
Hispanic	16 21.6%	7 13.7%	-7.9%	10 21.7%	6 26.1%	4.3%	6 21.4%	1 3.6%	-17.9%	0	0		0	0	
Filipino	3 4.1%	6 11.8%	7.7%	2 4.3%	2 8.7%	4.3%	1 3.6%	4 14.3%	10.7%	0	0		0	0	
Other	2 2.7%	0 0.0%	-2.7%	2 4.3%	0 0.0%	-4.3%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Nonrespondent	4 5.4%	3 5.9%	0.6%	3 6.5%	1 4.3%	-2.2%	1 3.6%	2 7.1%	3.6%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 1.4%	1 2.0%	0.6%	1 2.2%	0 0.0%	-2.2%	0 0.0%	1 3.6%	3.6%	0	0		0	0	
Female	20 27.0%	12 23.5%	-3.6%	16 34.8%	4 17.4%	-17.4%	5 17.9%	7 25.0%	7.1%	0	0		0	0	
Male	53 71.6%	38 74.5%	2.9%	29 63.0%	24 104.3%	41.3%	18 64.3%	20 71.4%	7.1%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	39 52.7%	26 51.0%	-1.7%	20 43.5%	10 43.5%	0.0%	19 67.9%	16 57.1%	-10.7%	0	0		0	0	
D, F, W or NC	19 25.7%	9 17.6%	-8.0%	14 30.4%	3 13.0%	-17.4%	5 17.9%	6 21.4%	3.6%	0	0		0	0	
DRP or NA	17 23.0%	17 33.3%	10.4%	13 28.3%	12 52.2%	23.9%	4 14.3%	5 17.9%	3.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 233L

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	31	26	-5	0	0		31	26	-5	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 3.2%	0 0.0%	-3.2%	0	0		1 3.2%	0 0.0%	-3.2%	0	0		0	0	
Asian	12 38.7%	10 38.5%	-0.2%	0	0		12 38.7%	10 38.5%	-0.2%	0	0		0	0	
African American	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Caucasian	9 29.0%	11 42.3%	13.3%	0	0		9 29.0%	11 42.3%	13.3%	0	0		0	0	
Hispanic	2 6.5%	2 7.7%	1.2%	0	0		2 6.5%	2 7.7%	1.2%	0	0		0	0	
Filipino	5 16.1%	3 11.5%	-4.6%	0	0		5 16.1%	3 11.5%	-4.6%	0	0		0	0	
Other	2 6.5%	0 0.0%	-6.5%	0	0		2 6.5%	0 0.0%	-6.5%	0	0		0	0	
Nonrespondent	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	9 29.0%	5 19.2%	-9.8%	0	0		9 29.0%	5 19.2%	-9.8%	0	0		0	0	
Male	22 71.0%	21 80.8%	9.8%	0	0		22 71.0%	21 80.8%	9.8%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	9 29.0%	12 46.2%	17.1%	0	0		9 29.0%	12 46.2%	17.1%	0	0		0	0	
D, F, W or NC	4 12.9%	5 19.2%	6.3%	0	0		4 12.9%	5 19.2%	6.3%	0	0		0	0	
DRP or NA	17 54.8%	9 34.6%	-20.2%	0	0		17 54.8%	9 34.6%	-20.2%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 234L

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	30	25	-5	0	0		30	25	-5	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 3.3%	0 0.0%	-3.3%	0	0		1 3.3%	0 0.0%	-3.3%	0	0		0	0	
Asian	12 40.0%	9 36.0%	-4.0%	0	0		12 40.0%	9 36.0%	-4.0%	0	0		0	0	
African American	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Caucasian	9 30.0%	10 40.0%	10.0%	0	0		9 30.0%	10 40.0%	10.0%	0	0		0	0	
Hispanic	2 6.7%	3 12.0%	5.3%	0	0		2 6.7%	3 12.0%	5.3%	0	0		0	0	
Filipino	4 13.3%	3 12.0%	-1.3%	0	0		4 13.3%	3 12.0%	-1.3%	0	0		0	0	
Other	2 6.7%	0 0.0%	-6.7%	0	0		2 6.7%	0 0.0%	-6.7%	0	0		0	0	
Nonrespondent	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	9 30.0%	4 16.0%	-14.0%	0	0		9 30.0%	4 16.0%	-14.0%	0	0		0	0	
Male	21 70.0%	21 84.0%	14.0%	0	0		21 70.0%	21 84.0%	14.0%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	9 30.0%	13 52.0%	22.0%	0	0		9 30.0%	13 52.0%	22.0%	0	0		0	0	
D, F, W or NC	4 13.3%	5 20.0%	6.7%	0	0		4 13.3%	5 20.0%	6.7%	0	0		0	0	
DRP or NA	16 53.3%	7 28.0%	-25.3%	0	0		16 53.3%	7 28.0%	-25.3%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 232L

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	103	86	-17	57	43	-14	49	49	0	0	0		0	0	
Number of Sections	4	4	0	2	2	0	2	2	0	0	0		0	0	

	District					City				Mesa				Miramar			ECC		
Ethnicity:	964		974		Change	964		974	Change	964		974	Change	964	974	Change	964	974	Change
American Indian	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%	0	0		0	0	
Asian	42	40.8%	27	31.4%	-9.4%	23	40.4%	15	34.9%	-5.5%	21	42.9%	14	28.6%	-14.3%	0	0		0	0	
African American	4	3.9%	5	5.8%	1.9%	3	5.3%	3	7.0%	1.7%	1	2.0%	2	4.1%	2.0%	0	0		0	0	
Caucasian	42	40.8%	33	38.4%	-2.4%	24	42.1%	15	34.9%	-7.2%	19	38.8%	20	40.8%	2.0%	0	0		0	0	
Hispanic	7	6.8%	11	12.8%	6.0%	4	7.0%	6	14.0%	6.9%	3	6.1%	5	10.2%	4.1%	0	0		0	0	
Filipino	4	3.9%	4	4.7%	0.8%	0	0.0%	1	2.3%	2.3%	4	8.2%	3	6.1%	-2.0%	0	0		0	0	
Other	2	1.9%	4	4.7%	2.7%	1	1.8%	3	7.0%	5.2%	1	2.0%	2	4.1%	2.0%	0	0		0	0	
Nonrespondent	2	1.9%	2	2.3%	0.4%	2	3.5%	0	0.0%	-3.5%	0	0.0%	3	6.1%	6.1%	0	0		0	0	

	District					City				Mesa				Miramar			ECC		
Gender:	964		974		Change	964		974	Change	964		974	Change	964	974	Change	964	974	Change
Unknown	1	1.0%	0	0.0%	-1.0%	1	1.8%	0	0.0%	-1.8%	0	0.0%	0	0.0%	0.0%	0	0		0	0	
Female	52	50.5%	46	53.5%	3.0%	26	45.6%	23	53.5%	7.9%	26	53.1%	26	53.1%	0.0%	0	0		0	0	
Male	50	48.5%	41	47.7%	-0.9%	30	52.6%	20	46.5%	-6.1%	23	46.9%	23	46.9%	0.0%	0	0		0	0	

	District					City				Mesa				Miramar			ECC		
Course Completion:	964		974		Change	964		974	Change	964		974	Change	964	974	Change	964	974	Change
A, B, C or CR	55	53.4%	41	47.7%	-5.7%	34	59.6%	17	39.5%	-20.1%	21	42.9%	24	49.0%	6.1%	0	0		0	0	
D, F, W or NC	19	18.4%	23	26.7%	8.3%	12	21.1%	14	32.6%	11.5%	7	14.3%	9	18.4%	4.1%	0	0		0	0	
DRP or NA	38	36.9%	30	34.9%	-2.0%	16	28.1%	15	34.9%	6.8%	23	46.9%	17	34.7%	-12.2%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 233

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	41	35	-6	0	0		41	35	-6	0	0		0	0	
Number of Sections	1	1	0	0	0		1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	2 4.9%	0 0.0%	-4.9%	0	0		2 4.9%	0 0.0%	-4.9%	0	0		0	0	
Asian	12 29.3%	11 31.4%	2.2%	0	0		12 29.3%	11 31.4%	2.2%	0	0		0	0	
African American	1 2.4%	1 2.9%	0.4%	0	0		1 2.4%	1 2.9%	0.4%	0	0		0	0	
Caucasian	12 29.3%	12 34.3%	5.0%	0	0		12 29.3%	12 34.3%	5.0%	0	0		0	0	
Hispanic	3 7.3%	6 17.1%	9.8%	0	0		3 7.3%	6 17.1%	9.8%	0	0		0	0	
Filipino	6 14.6%	3 8.6%	-6.1%	0	0		6 14.6%	3 8.6%	-6.1%	0	0		0	0	
Other	4 9.8%	1 2.9%	-6.9%	0	0		4 9.8%	1 2.9%	-6.9%	0	0		0	0	
Nonrespondent	1 2.4%	1 2.9%	0.4%	0	0		1 2.4%	1 2.9%	0.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0	0		0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	13 31.7%	11 31.4%	-0.3%	0	0		13 31.7%	11 31.4%	-0.3%	0	0		0	0	
Male	28 68.3%	24 68.6%	0.3%	0	0		28 68.3%	24 68.6%	0.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	8 19.5%	15 42.9%	23.3%	0	0		8 19.5%	15 42.9%	23.3%	0	0		0	0	
D, F, W or NC	16 39.0%	10 28.6%	-10.5%	0	0		16 39.0%	10 28.6%	-10.5%	0	0		0	0	
DRP or NA	17 41.5%	10 28.6%	-12.9%	0	0		17 41.5%	10 28.6%	-12.9%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 231

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	121	99	-22	65	46	-19	62	58	-4	0	0		0	0	
Number of Sections	3	3	0	2	2	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 0.8%	0 0.0%	-0.8%	0 0.0%	0 0.0%	0.0%	1 1.6%	0 0.0%	-1.6%	0	0		0	0	
Asian	47 38.8%	29 29.3%	-9.6%	26 40.0%	16 34.8%	-5.2%	25 40.3%	15 25.9%	-14.5%	0	0		0	0	
African American	7 5.8%	7 7.1%	1.3%	5 7.7%	4 8.7%	1.0%	2 3.2%	3 5.2%	1.9%	0	0		0	0	
Caucasian	48 39.7%	40 40.4%	0.7%	26 40.0%	16 34.8%	-5.2%	24 38.7%	26 44.8%	6.1%	0	0		0	0	
Hispanic	7 5.8%	12 12.1%	6.3%	4 6.2%	6 13.0%	6.9%	3 4.8%	6 10.3%	5.5%	0	0		0	0	
Filipino	5 4.1%	5 5.1%	0.9%	0 0.0%	1 2.2%	2.2%	5 8.1%	4 6.9%	-1.2%	0	0		0	0	
Other	4 3.3%	4 4.0%	0.7%	2 3.1%	3 6.5%	3.4%	2 3.2%	2 3.4%	0.2%	0	0		0	0	
Nonrespondent	2 1.7%	2 2.0%	0.4%	2 3.1%	0 0.0%	-3.1%	0 0.0%	2 3.4%	3.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.8%	0 0.0%	-0.8%	1 1.5%	0 0.0%	-1.5%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	61 50.4%	53 53.5%	3.1%	31 47.7%	23 50.0%	2.3%	32 51.6%	33 56.9%	5.3%	0	0		0	0	
Male	59 48.8%	46 46.5%	-2.3%	33 50.8%	23 50.0%	-0.8%	30 48.4%	25 43.1%	-5.3%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	55 45.5%	34 34.3%	-11.1%	37 56.9%	12 26.1%	-30.8%	18 29.0%	22 37.9%	8.9%	0	0		0	0	
D, F, W or NC	33 27.3%	37 37.4%	10.1%	13 20.0%	19 41.3%	21.3%	20 32.3%	18 31.0%	-1.2%	0	0		0	0	
DRP or NA	47 38.8%	37 37.4%	-1.5%	24 36.9%	22 47.8%	10.9%	24 38.7%	17 29.3%	-9.4%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 231L

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	115	90	-25	60	44	-16	57	51	-6	0	0		0	0	
Number of Sections	4	4	0	2	2	0	2	2	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Asian	45 39.1%	27 30.0%	-9.1%	23 38.3%	15 34.1%	-4.2%	23 40.4%	14 27.5%	-12.9%	0	0		0	0	
African American	5 4.3%	7 7.8%	3.4%	4 6.7%	4 9.1%	2.4%	1 1.8%	3 5.9%	4.1%	0	0		0	0	
Caucasian	46 40.0%	34 37.8%	-2.2%	25 41.7%	15 34.1%	-7.6%	22 38.6%	21 41.2%	2.6%	0	0		0	0	
Hispanic	7 6.1%	11 12.2%	6.1%	4 6.7%	6 13.6%	7.0%	3 5.3%	5 9.8%	4.5%	0	0		0	0	
Filipino	5 4.3%	4 4.4%	0.1%	0 0.0%	1 2.3%	2.3%	5 8.8%	3 5.9%	-2.9%	0	0		0	0	
Other	5 4.3%	4 4.4%	0.1%	2 3.3%	3 6.8%	3.5%	3 5.3%	2 3.9%	-1.3%	0	0		0	0	
Nonrespondent	2 1.7%	3 3.3%	1.6%	2 3.3%	0 0.0%	-3.3%	0 0.0%	3 5.9%	5.9%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.9%	0 0.0%	-0.9%	1 1.7%	0 0.0%	-1.7%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	60 52.2%	48 53.3%	1.2%	28 46.7%	23 52.3%	5.6%	32 56.1%	28 54.9%	-1.2%	0	0		0	0	
Male	54 47.0%	42 46.7%	-0.3%	31 51.7%	21 47.7%	-3.9%	25 43.9%	23 45.1%	1.2%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	55 47.8%	41 45.6%	-2.3%	34 56.7%	17 38.6%	-18.0%	21 36.8%	24 47.1%	10.2%	0	0		0	0	
D, F, W or NC	21 18.3%	23 25.6%	7.3%	13 21.7%	14 31.8%	10.2%	8 14.0%	9 17.6%	3.6%	0	0		0	0	
DRP or NA	48 41.7%	35 38.9%	-2.9%	19 31.7%	18 40.9%	9.2%	29 50.9%	19 37.3%	-13.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 201

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	286	228	-58	87	77	-10	168	124	-44	40	32	-8	0	0	
Number of Sections	6	7	1	2	3	1	3	3	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	3 1.3%	1.3%	0 0.0%	1 1.3%	1.3%	0 0.0%	2 1.6%	1.6%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	70 24.5%	38 16.7%	-7.8%	15 17.2%	12 15.6%	-1.7%	46 27.4%	22 17.7%	-9.6%	12 30.0%	4 12.5%	-17.5%	0	0	
African American	14 4.9%	11 4.8%	-0.1%	9 10.3%	4 5.2%	-5.2%	6 3.6%	6 4.8%	1.3%	1 2.5%	1 3.1%	0.6%	0	0	
Caucasian	106 37.1%	101 44.3%	7.2%	27 31.0%	35 45.5%	14.4%	68 40.5%	57 46.0%	5.5%	12 30.0%	12 37.5%	7.5%	0	0	
Hispanic	36 12.6%	21 9.2%	-3.4%	21 24.1%	10 13.0%	-11.2%	14 8.3%	10 8.1%	-0.3%	2 5.0%	1 3.1%	-1.9%	0	0	
Filipino	30 10.5%	30 13.2%	2.7%	6 6.9%	6 7.8%	0.9%	16 9.5%	15 12.1%	2.6%	8 20.0%	10 31.3%	11.3%	0	0	
Other	17 5.9%	7 3.1%	-2.9%	4 4.6%	1 1.3%	-3.3%	11 6.5%	4 3.2%	-3.3%	2 5.0%	2 6.3%	1.3%	0	0	
Nonrespondent	13 4.5%	17 7.5%	2.9%	5 5.7%	8 10.4%	4.6%	7 4.2%	8 6.5%	2.3%	3 7.5%	2 6.3%	-1.3%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	3 1.0%	1 0.4%	-0.6%	2 2.3%	1 1.3%	-1.0%	1 0.6%	0 0.0%	-0.6%	0 0.0%	0 0.0%	0.0%	0	0	
Female	126 44.1%	97 42.5%	-1.8%	40 46.0%	32 41.6%	-4.4%	72 42.9%	52 41.9%	-0.9%	19 47.5%	15 46.9%	-0.6%	0	0	
Male	157 54.9%	130 57.0%	2.1%	45 51.7%	44 57.1%	5.4%	95 56.5%	72 58.1%	1.5%	21 52.5%	17 53.1%	0.6%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	143 50.0%	134 58.8%	8.8%	61 70.1%	53 68.8%	-1.3%	61 36.3%	61 49.2%	12.9%	21 52.5%	20 62.5%	10.0%	0	0	
D, F, W or NC	95 33.2%	62 27.2%	-6.0%	16 18.4%	13 16.9%	-1.6%	70 41.7%	42 33.9%	-7.8%	9 22.5%	7 21.9%	-0.6%	0	0	
DRP or NA	63 22.0%	42 18.4%	-3.6%	13 14.9%	15 19.5%	4.6%	41 24.4%	22 17.7%	-6.7%	10 25.0%	5 15.6%	-9.4%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 201L

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	260	205	-55	82	73	-9	146	111	-35	38	28	-10	0	0	
Number of Sections	9	11	2	3	5	2	5	5	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0 0.0%	2 1.0%	1.0%	0 0.0%	1 1.4%	1.4%	0 0.0%	1 0.9%	0.9%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	65 25.0%	36 17.6%	-7.4%	16 19.5%	11 15.1%	-4.4%	41 28.1%	21 18.9%	-9.2%	9 23.7%	4 14.3%	-9.4%	0	0	
African Amencan	12 4.6%	9 4.4%	-0.2%	7 8.5%	3 4.1%	-4.4%	5 3.4%	6 5.4%	2.0%	1 2.6%	1 3.6%	0.9%	0	0	
Caucasian	98 37.7%	95 46.3%	8.6%	26 31.7%	35 47.9%	16.2%	61 41.8%	52 46.8%	5.1%	14 36.8%	11 39.3%	2.4%	0	0	
Hispanic	33 12.7%	18 8.8%	-3.9%	20 24.4%	9 12.3%	-12.1%	11 7.5%	8 7.2%	-0.3%	2 5.3%	1 3.6%	-1.7%	0	0	
Filipino	25 9.6%	25 12.2%	2.6%	4 4.9%	5 6.8%	2.0%	13 8.9%	13 11.7%	2.8%	8 21.1%	8 28.6%	7.5%	0	0	
Other	15 5.8%	5 2.4%	-3.3%	4 4.9%	1 1.4%	-3.5%	10 6.8%	3 2.7%	-4.1%	1 2.6%	1 3.6%	0.9%	0	0	
Nonrespondent	12 4.6%	15 7.3%	2.7%	5 6.1%	8 11.0%	4.9%	5 3.4%	7 6.3%	2.9%	3 7.9%	2 7.1%	-0.8%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.8%	1 0.5%	-0.3%	2 2.4%	1 1.4%	-1.1%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0	
Female	111 42.7%	83 40.5%	-2.2%	37 45.1%	33 45.2%	0.1%	60 41.1%	43 38.7%	-2.4%	16 42.1%	11 39.3%	-2.8%	0	0	
Male	147 56.5%	121 59.0%	2.5%	43 52.4%	39 53.4%	1.0%	86 58.9%	68 61.3%	2.4%	22 57.9%	17 60.7%	2.8%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	144 55.4%	127 62.0%	6.6%	62 75.6%	52 71.2%	-4.4%	59 40.4%	58 52.3%	11.8%	23 60.5%	17 60.7%	0.2%	0	0	
D, F, W or NC	65 25.0%	47 22.9%	-2.1%	10 12.2%	9 12.3%	0.1%	49 33.6%	34 30.6%	-2.9%	6 15.8%	4 14.3%	-1.5%	0	0	
DRP or NA	74 28.5%	52 25.4%	-3.1%	20 24.4%	17 23.3%	-1.1%	47 32.2%	29 26.1%	-6.1%	9 23.7%	7 25.0%	1.3%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 200

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	478	311	-167	100	58	-42	305	228	-77	79	28	-51	0	0	
Number of Sections	10	11	1	3	4	1	5	5	0	2	2	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	10 2.1%	5 1.6%	-0.5%	3 3.0%	1 1.7%	-1.3%	8 2.6%	4 1.8%	-0.9%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	131 27.4%	60 19.3%	-8.1%	13 13.0%	5 8.6%	-4.4%	97 31.8%	47 20.6%	-11.2%	22 27.8%	8 28.6%	0.7%	0	0	
African American	30 6.3%	18 5.8%	-0.5%	9 9.0%	8 13.8%	4.8%	18 5.9%	9 3.9%	-2.0%	3 3.8%	1 3.6%	-0.2%	0	0	
Caucasian	195 40.8%	142 45.7%	4.9%	42 42.0%	28 48.3%	6.3%	123 40.3%	105 46.1%	5.7%	32 40.5%	12 42.9%	2.4%	0	0	
Hispanic	46 9.6%	38 12.2%	2.6%	21 21.0%	13 22.4%	1.4%	20 6.6%	23 10.1%	3.5%	6 7.6%	2 7.1%	-0.5%	0	0	
Filipino	42 8.8%	33 10.6%	1.8%	6 6.0%	0 0.0%	-6.0%	20 6.6%	28 12.3%	5.7%	16 20.3%	5 17.9%	-2.4%	0	0	
Other	14 2.9%	4 1.3%	-1.6%	4 4.0%	1 1.7%	-2.3%	11 3.6%	3 1.3%	-2.3%	0 0.0%	0 0.0%	0.0%	0	0	
Nonrespondent	10 2.1%	11 3.5%	1.4%	2 2.0%	2 3.4%	1.4%	8 2.6%	9 3.9%	1.3%	0 0.0%	0 0.0%	0.0%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	2 0.4%	1 0.3%	-0.1%	0 0.0%	0 0.0%	0.0%	2 0.7%	1 0.4%	-0.2%	0 0.0%	0 0.0%	0.0%	0	0	
Female	182 38.1%	134 43.1%	5.0%	31 31.0%	19 32.8%	1.8%	120 39.3%	104 45.6%	6.3%	33 41.8%	12 42.9%	1.1%	0	0	
Male	294 61.5%	176 56.6%	-4.9%	69 69.0%	39 67.2%	-1.8%	183 60.0%	123 53.9%	-6.1%	46 58.2%	16 57.1%	-1.1%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	225 47.1%	176 56.6%	9.5%	55 55.0%	32 55.2%	0.2%	130 42.6%	124 54.4%	11.8%	40 50.6%	16 57.1%	6.6%	0	0	
D, F, W or NC	132 27.6%	106 34.1%	6.5%	20 20.0%	19 32.8%	12.8%	93 30.5%	83 36.4%	5.9%	19 24.1%	4 14.3%	-9.8%	0	0	
DRP or NA	154 32.2%	56 18.0%	-14.2%	28 28.0%	10 17.2%	-10.8%	107 35.1%	31 13.6%	-21.5%	20 25.3%	15 53.6%	28.3%	0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 200L

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	452	298	-154	99	58		285	217	-68	75	25		0	0	
Number of Sections	15	16	1	3	4		10	10	0	2	2		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	10 2.2%	5 1.7%	-0.5%	3 3.0%	1 1.7%		8 2.8%	4 1.8%	-1.0%	0 0.0%	0 0.0%		0	0	
Asian	120 26.5%	53 17.8%	-8.8%	13 13.1%	4 6.9%		87 30.5%	42 19.4%	-11.2%	21 28.0%	7 28.0%		0	0	
African American	27 6.0%	18 6.0%	0.1%	9 9.1%	9 15.5%		15 5.3%	8 3.7%	-1.6%	3 4.0%	1 4.0%		0	0	
Caucasian	189 41.8%	142 47.7%	5.8%	41 41.4%	28 48.3%		122 42.8%	105 48.4%	5.6%	30 40.0%	10 40.0%		0	0	
Hispanic	43 9.5%	31 10.4%	0.9%	21 21.2%	13 22.4%		18 6.3%	16 7.4%	1.1%	5 6.7%	2 8.0%		0	0	
Filipino	41 9.1%	35 11.7%	2.7%	7 7.1%	0 0.0%		18 6.3%	30 13.8%	7.5%	16 21.3%	5 20.0%		0	0	
Other	12 2.7%	3 1.0%	-1.6%	3 3.0%	1 1.7%		9 3.2%	3 1.4%	-1.8%	0 0.0%	0 0.0%		0	0	
Nonrespondent	10 2.2%	11 3.7%	1.5%	2 2.0%	2 3.4%		8 2.8%	9 4.1%	1.3%	0 0.0%	0 0.0%		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.2%	1 0.3%	0.1%	0 0.0%	0 0.0%		1 0.4%	1 0.5%	0.1%	0 0.0%	0 0.0%		0	0	
Female	173 38.3%	128 43.0%	4.7%	31 31.3%	19 32.8%		113 39.6%	100 46.1%	6.4%	30 40.0%	10 40.0%		0	0	
Male	278 61.5%	169 56.7%	-4.8%	68 68.7%	39 67.2%		171 60.0%	116 53.5%	-6.5%	45 60.0%	15 60.0%		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	237 52.4%	188 63.1%	10.7%	56 56.6%	35 60.3%		140 49.1%	137 63.1%	14.0%	41 54.7%	16 64.0%		0	0	
D, F, W or NC	95 21.0%	80 26.8%	5.8%	18 18.2%	14 24.1%		61 21.4%	62 28.6%	7.2%	16 21.3%	4 16.0%		0	0	
DRP or NA	143 31.6%	60 20.1%	-11.5%	29 29.3%	10 17.2%		99 34.7%	38 17.5%	-17.2%	18 24.0%	13 52.0%		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 130

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	149	98	-51	40	31	-9	110	67	-43	0	0		0	0	
Number of Sections	3	3	0	1	1	0	2	2	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	8 5.4%	1 1.0%	-4.3%	2 5.0%	1 3.2%	-1.8%	6 5.5%	0 0.0%	-5.5%	0	0		0	0	
Asian	32 21.5%	12 12.2%	-9.2%	2 5.0%	7 22.6%	17.6%	30 27.3%	5 7.5%	-19.8%	0	0		0	0	
African American	5 3.4%	5 5.1%	1.7%	1 2.5%	3 9.7%	7.2%	4 3.6%	2 3.0%	-0.7%	0	0		0	0	
Caucasian	63 42.3%	47 48.0%	5.7%	23 57.5%	14 45.2%	-12.3%	41 37.3%	33 49.3%	12.0%	0	0		0	0	
Hispanic	9 6.0%	14 14.3%	8.2%	3 7.5%	3 9.7%	2.2%	6 5.5%	11 16.4%	11.0%	0	0		0	0	
Filipino	25 16.8%	12 12.2%	-4.5%	5 12.5%	2 6.5%	-6.0%	20 18.2%	10 14.9%	-3.3%	0	0		0	0	
Other	3 2.0%	3 3.1%	1.0%	2 5.0%	0 0.0%	-5.0%	1 0.9%	3 4.5%	3.6%	0	0		0	0	
Nonrespondent	4 2.7%	4 4.1%	1.4%	2 5.0%	1 3.2%	-1.8%	2 1.8%	3 4.5%	2.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	111 74.5%	70 71.4%	-3.1%	29 72.5%	19 61.3%	-11.2%	83 75.5%	51 76.1%	0.7%	0	0		0	0	
Male	38 25.5%	28 28.6%	3.1%	11 27.5%	12 38.7%	11.2%	27 24.5%	16 23.9%	-0.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	94 63.1%	57 58.2%	-4.9%	23 57.5%	17 54.8%	-2.7%	71 64.5%	40 59.7%	-4.8%	0	0		0	0	
D, F, W or NC	28 18.8%	22 22.4%	3.7%	12 30.0%	6 19.4%	-10.6%	16 14.5%	16 23.9%	9.3%	0	0		0	0	
DRP or NA	33 22.1%	22 22.4%	0.3%	5 12.5%	8 25.8%	13.3%	8 7.3%	14 20.9%	13.6%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Chemistry Courses with Prerequisites

CHEM 130L

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	139	95	-44	41	30	-11	99	65	-34	0	0		0	0	
Number of Sections	5	5	0	1	1	0	4	4	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	7 5.0%	1 1.1%	-4.0%	2 4.9%	1 3.3%	-1.5%	5 5.1%	0 0.0%	-5.1%	0	0		0	0	
Asian	30 21.6%	11 11.6%	-10.0%	3 7.3%	6 20.0%	12.7%	28 28.3%	5 7.7%	-20.6%	0	0		0	0	
African American	6 4.3%	5 5.3%	0.9%	2 4.9%	3 10.0%	5.1%	4 4.0%	2 3.1%	-1.0%	0	0		0	0	
Caucasian	60 43.2%	47 49.5%	6.3%	24 58.5%	14 46.7%	-11.9%	36 36.4%	33 50.8%	14.4%	0	0		0	0	
Hispanic	7 5.0%	13 13.7%	8.6%	3 7.3%	3 10.0%	2.7%	4 4.0%	10 15.4%	11.3%	0	0		0	0	
Filipino	24 17.3%	11 11.6%	-5.7%	5 12.2%	2 6.7%	-5.5%	19 19.2%	9 13.8%	-5.3%	0	0		0	0	
Other	2 1.4%	3 3.2%	1.7%	1 2.4%	0 0.0%	-2.4%	1 1.0%	3 4.6%	3.6%	0	0		0	0	
Nonrespondent	3 2.2%	4 4.2%	2.1%	1 2.4%	1 3.3%	0.9%	2 2.0%	3 4.6%	2.6%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	105 75.5%	67 70.5%	-5.0%	31 75.6%	18 60.0%	-15.6%	75 75.8%	49 75.4%	-0.4%	0	0		0	0	
Male	24 17.3%	28 29.5%	12.2%	10 24.4%	12 40.0%	15.6%	24 24.2%	16 24.6%	0.4%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	84 60.4%	55 57.9%	-2.5%	23 56.1%	18 60.0%	3.9%	61 61.6%	37 56.9%	-4.7%	0	0		0	0	
D, F, W or NC	32 23.0%	21 22.1%	-0.9%	10 24.4%	3 10.0%	-14.4%	22 22.2%	18 27.7%	5.5%	0	0		0	0	
DRP or NA	34 24.5%	23 24.2%	-0.2%	8 19.5%	9 30.0%	10.5%	27 27.3%	14 21.5%	-5.7%	0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Biology Courses with Prerequisites

BIOL 230

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	455	431	-24	193	152	-41	194	184	-10	74	99	25	0	0	
Number of Sections	13	14	1	5	5	0	6	6	0	2	3	1	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	6 1.3%	5 1.2%	-0.2%	2 1.0%	1 0.7%	-0.4%	4 2.1%	3 1.6%	-0.4%	0 0.0%	1 1.0%	1.0%	0	0	
Asian	58 12.7%	48 11.1%	-1.6%	11 5.7%	10 6.6%	0.9%	33 17.0%	21 11.4%	-5.6%	15 20.3%	17 17.2%	-3.1%	0	0	
African American	44 9.7%	44 10.2%	0.6%	30 15.5%	31 20.4%	4.9%	10 5.2%	10 5.4%	0.3%	4 5.4%	3 3.0%	-2.4%	0	0	
Caucasian	197 43.3%	200 46.4%	3.1%	77 39.9%	61 40.1%	0.2%	90 46.4%	94 51.1%	4.7%	33 44.6%	49 49.5%	4.9%	0	0	
Hispanic	47 10.3%	56 13.0%	2.7%	28 14.5%	26 17.1%	2.6%	18 9.3%	23 12.5%	3.2%	2 2.7%	7 7.1%	4.4%	0	0	
Filipino	70 15.4%	51 11.8%	-3.6%	33 17.1%	11 7.2%	-9.9%	22 11.3%	20 10.9%	-0.5%	16 21.6%	20 20.2%	-1.4%	0	0	
Other	11 2.4%	8 1.9%	-0.6%	5 2.6%	5 3.3%	0.7%	4 2.1%	3 1.6%	-0.4%	2 2.7%	0 0.0%	-2.7%	0	0	
Nonrespondent	22 4.8%	19 4.4%	-0.4%	7 3.6%	7 4.6%	1.0%	13 6.7%	10 5.4%	-1.3%	2 2.7%	2 2.0%	-0.7%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	3 0.7%	1 0.2%	-0.4%	1 0.5%	0 0.0%	-0.5%	2 1.0%	1 0.5%	-0.5%	0 0.0%	0 0.0%	0.0%	0	0	
Female	306 67.3%	289 67.1%	-0.2%	130 67.4%	100 65.8%	-1.6%	130 67.0%	122 66.3%	-0.7%	50 67.6%	69 69.7%	2.1%	0	0	
Male	146 32.1%	141 32.7%	0.6%	62 32.1%	52 34.2%	2.1%	62 32.0%	61 33.2%	1.2%	24 32.4%	30 30.3%	-2.1%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	241 53.0%	241 55.9%	2.9%	103 53.4%	88 57.9%	4.5%	99 51.0%	100 54.3%	3.3%	39 52.7%	53 53.5%	0.8%	0	0	
D, F, W or NC	129 28.4%	104 24.1%	-4.2%	56 29.0%	38 25.0%	-4.0%	56 28.9%	44 23.9%	-5.0%	17 23.0%	22 22.2%	-0.8%	0	0	
DRP or NA	99 21.8%	99 23.0%	1.2%	39 20.2%	33 21.7%	1.5%	43 22.2%	42 22.8%	0.7%	18 24.3%	26 26.3%	1.9%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Biology Courses with Prerequisites

BIOL 235

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	393	241	-152	150	81	-69	185	141	-44	67	26	-41	0	0	
Number of Sections	13	11	-2	5	4	-1	6	6	0	2	1	-1	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	7 1.8%	1 0.4%	-1.4%	3 2.0%	0 0.0%	-2.0%	4 2.2%	1 0.7%	-1.5%	0 0.0%	0 0.0%	0.0%	0	0	
Asian	53 13.5%	26 10.8%	-2.7%	9 6.0%	2 2.5%	-3.5%	35 18.9%	22 15.6%	-3.3%	11 16.4%	2 7.7%	-8.7%	0	0	
African American	43 10.9%	34 14.1%	3.2%	34 22.7%	23 28.4%	5.7%	9 4.9%	10 7.1%	2.2%	1 1.5%	3 11.5%	10.0%	0	0	
Caucasian	165 42.0%	98 40.7%	-1.3%	53 35.3%	24 29.6%	-5.7%	91 49.2%	66 46.8%	-2.4%	24 35.8%	11 42.3%	6.5%	0	0	
Hispanic	26 6.6%	31 12.9%	6.2%	19 12.7%	14 17.3%	4.6%	4 2.2%	15 10.6%	8.5%	4 6.0%	3 11.5%	5.6%	0	0	
Filipino	69 17.6%	34 14.1%	-3.4%	21 14.0%	6 7.4%	-6.6%	27 14.6%	22 15.6%	1.0%	22 32.8%	6 23.1%	-9.8%	0	0	
Other	14 3.6%	8 3.3%	-0.2%	4 2.7%	5 6.2%	3.5%	8 4.3%	4 2.8%	-1.5%	3 4.5%	0 0.0%	-4.5%	0	0	
Nonrespondent	16 4.1%	9 3.7%	-0.3%	7 4.7%	7 8.6%	4.0%	7 3.8%	1 0.7%	-3.1%	2 3.0%	1 3.8%	0.9%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.3%	1 0.4%	0.2%	0 0.0%	0 0.0%	0.0%	1 0.5%	1 0.7%	0.2%	0 0.0%	0 0.0%	0.0%	0	0	
Female	260 66.2%	161 66.8%	0.6%	103 68.7%	48 59.3%	-9.4%	116 62.7%	98 69.5%	6.8%	48 71.6%	20 76.9%	5.3%	0	0	
Male	132 33.6%	79 32.8%	-0.8%	47 31.3%	33 40.7%	9.4%	68 36.8%	42 29.8%	-7.0%	19 28.4%	6 23.1%	-5.3%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	193 49.1%	140 58.1%	9.0%	76 50.7%	48 59.3%	8.6%	95 51.4%	74 52.5%	1.1%	22 32.8%	18 69.2%	36.4%	0	0	
D, F, W or NC	105 26.7%	62 25.7%	-1.0%	32 21.3%	19 23.5%	2.1%	50 27.0%	39 27.7%	0.6%	23 34.3%	4 15.4%	-18.9%	0	0	
DRP or NA	116 29.5%	69 28.6%	-0.9%	49 32.7%	28 34.6%	1.9%	46 24.9%	40 28.4%	3.5%	22 32.8%	4 15.4%	-17.5%	0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Biology Courses with Prerequisites

BIOL 210A

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	107	93	-14	74	63	-11	36	31	-5	0	0		0	0	
Number of Sections	3	3	0	2	2	0	1	1	0	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	4 3.7%	0 0.0%	-3.7%	3 4.1%	0 0.0%	-4.1%	2 5.6%	0 0.0%	-5.6%	0	0		0	0	
Asian	23 21.5%	19 20.4%	-1.1%	13 17.6%	13 20.6%	3.1%	11 30.6%	7 22.6%	-8.0%	0	0		0	0	
African American	12 11.2%	5 5.4%	-5.8%	11 14.9%	5 7.9%	-6.9%	1 2.8%	0 0.0%	-2.8%	0	0		0	0	
Caucasian	36 33.6%	43 46.2%	12.6%	25 33.8%	27 42.9%	9.1%	12 33.3%	16 51.6%	18.3%	0	0		0	0	
Hispanic	17 15.9%	10 10.8%	-5.1%	13 17.6%	7 11.1%	-6.5%	4 11.1%	3 9.7%	-1.4%	0	0		0	0	
Filipino	8 7.5%	5 5.4%	-2.1%	4 5.4%	3 4.8%	-0.6%	4 11.1%	2 6.5%	-4.7%	0	0		0	0	
Other	3 2.8%	5 5.4%	2.6%	2 2.7%	4 6.3%	3.6%	1 2.8%	1 3.2%	0.4%	0	0		0	0	
Nonrespondent	4 3.7%	6 6.5%	2.7%	3 4.1%	4 6.3%	2.3%	1 2.8%	2 6.5%	3.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	2 2.2%	2.2%	0 0.0%	2 3.2%	3.2%	0 0.0%	0 0.0%	0.0%	0	0		0	0	
Female	56 52.3%	39 41.9%	-10.4%	38 51.4%	30 47.6%	-3.7%	19 52.8%	9 29.0%	-23.7%	0	0		0	0	
Male	51 47.7%	52 55.9%	8.3%	36 48.6%	31 49.2%	0.6%	17 47.2%	22 71.0%	23.7%	0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	52 48.6%	51 54.8%	6.2%	42 56.8%	33 52.4%	-4.4%	10 27.8%	18 58.1%	30.3%	0	0		0	0	
D, F, W or NC	37 34.6%	37 39.8%	5.2%	20 27.0%	26 41.3%	14.2%	17 47.2%	11 35.5%	-11.7%	0	0		0	0	
DRP or NA	19 17.8%	5 5.4%	-12.4%	12 16.2%	3 4.8%	-11.5%	9 25.0%	2 6.5%	-18.5%	0	0		0	0	

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Student Outcomes by Comparison
Fall 1996 and Fall 1997
Biology Courses with Prerequisites

BIOL 210B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	32	38	6	0	6		32	25	-7	0	12		0	0	
Number of Sections	1	3	2	0	1		1	1	0	0	1		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	1 3.1%	1 2.6%	-0.5%	0	1 16.7%		1 3.1%	0 0.0%	-3.1%	0	0 0.0%		0	0	
Asian	7 21.9%	6 15.8%	-6.1%	0	1 16.7%		7 21.9%	5 20.0%	-1.9%	0	1 8.3%		0	0	
African American	0 0.0%	0 0.0%	0.0%	0	0 0.0%		0 0.0%	0 0.0%	0.0%	0	0 0.0%		0	0	
Caucasian	14 43.8%	15 39.5%	-4.3%	0	2 33.3%		14 43.8%	11 44.0%	0.3%	0	4 33.3%		0	0	
Hispanic	1 3.1%	8 21.1%	17.9%	0	2 33.3%		1 3.1%	6 24.0%	20.9%	0	1 8.3%		0	0	
Filipino	4 12.5%	5 13.2%	0.7%	0	0 0.0%		4 12.5%	1 4.0%	-8.5%	0	5 41.7%		0	0	
Other	4 12.5%	1 2.6%	-9.9%	0	0 0.0%		4 12.5%	0 0.0%	-12.5%	0	1 8.3%		0	0	
Nonrespondent	1 3.1%	2 5.3%	2.1%	0	0 0.0%		1 3.1%	2 8.0%	4.9%	0	0 0.0%		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0 0.0%	1 2.6%	2.6%	0	0 0.0%		0 0.0%	1 4.0%	4.0%	0	0 0.0%		0	0	
Female	12 37.5%	18 47.4%	9.9%	0	4 66.7%		12 37.5%	9 36.0%	-1.5%	0	8 66.7%		0	0	
Male	20 62.5%	19 50.0%	-12.5%	0	2 33.3%		20 62.5%	15 60.0%	-2.5%	0	4 33.3%		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	17 53.1%	22 57.9%	4.8%	0	0 0.0%		17 53.1%	22 88.0%	34.9%	0	0 0.0%		0	0	
D, F, W or NC	5 15.6%	1 2.6%	-13.0%	0	0 0.0%		5 15.6%	1 4.0%	-11.6%	0	0 0.0%		0	0	
DRP or NA	10 31.3%	19 50.0%	18.8%	0	6 100.0%		10 31.3%	2 8.0%	-23.3%	0	12 100.0%		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Biology Courses with Prerequisites

BIOL 200

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	0	31		0	12		0	20		0	0		0	0	
Number of Sections	0	2		0	1		0	1		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	0	0 0.0%		0	0 0.0%		0	0 0.0%		0	0		0	0	
Asian	0	1 3.2%		0	0 0.0%		0	1 5.0%		0	0		0	0	
African American	0	3 9.7%		0	3 25.0%		0	0 0.0%		0	0		0	0	
Caucasian	0	15 48.4%		0	6 50.0%		0	10 50.0%		0	0		0	0	
Hispanic	0	6 19.4%		0	3 25.0%		0	3 15.0%		0	0		0	0	
Filipino	0	5 16.1%		0	0 0.0%		0	5 25.0%		0	0		0	0	
Other	0	0 0.0%		0	0 0.0%		0	0 0.0%		0	0		0	0	
Nonrespondent	0	1 3.2%		0	0 0.0%		0	1 5.0%		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	0	0 0.0%		0	0 0.0%		0	0 0.0%		0	0		0	0	
Female	0	18 58.1%		0	6 50.0%		0	12 60.0%		0	0		0	0	
Male	0	13 41.9%		0	6 50.0%		0	8 40.0%		0	0		0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	0	11 35.5%		0	4 33.3%		0	7 35.0%		0	0		0	0	
D, F, W or NC	0	9 29.0%		0	2 16.7%		0	7 35.0%		0	0		0	0	
DRP or NA	0	12 38.7%		0	6 50.0%		0	6 30.0%		0	0		0	0	

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Biology Courses with Prerequisites

BIOL 205

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	293	219	-74	80	68	-12	185	120	-65	29	33	4	0	0	
Number of Sections	9	9	0	2	2	0	6	6	0	1	1	0	0	0	

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	4 1.4%	1 0.5%	-0.9%	1 1.3%	1 1.5%	0.2%	2 1.1%	0 0.0%	-1.1%	1 3.4%	0 0.0%	-3.4%	0	0	
Asian	49 16.7%	26 11.9%	-4.9%	11 13.8%	5 7.4%	-6.4%	35 18.9%	18 15.0%	-3.9%	3 10.3%	3 9.1%	-1.3%	0	0	
African American	27 9.2%	16 7.3%	-1.9%	15 18.8%	12 17.6%	-1.1%	13 7.0%	4 3.3%	-3.7%	0 0.0%	0 0.0%	0.0%	0	0	
Caucasian	126 43.0%	106 48.4%	5.4%	33 41.3%	29 42.6%	1.4%	80 43.2%	62 51.7%	8.4%	13 44.8%	15 45.5%	0.6%	0	0	
Hispanic	23 7.8%	24 11.0%	3.1%	8 10.0%	9 13.2%	3.2%	15 8.1%	12 10.0%	1.9%	0 0.0%	3 9.1%	9.1%	0	0	
Filipino	49 16.7%	27 12.3%	-4.4%	11 13.8%	4 5.9%	-7.9%	28 15.1%	14 11.7%	-3.5%	10 34.5%	10 30.3%	-4.2%	0	0	
Other	4 1.4%	8 3.7%	2.3%	0 0.0%	4 5.9%	5.9%	3 1.6%	5 4.2%	2.5%	1 3.4%	0 0.0%	-3.4%	0	0	
Nonrespondent	11 3.8%	11 5.0%	1.3%	1 1.3%	4 5.9%	4.6%	9 4.9%	5 4.2%	-0.7%	1 3.4%	2 6.1%	2.6%	0	0	

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.3%	0 0.0%	-0.3%	0 0.0%	0 0.0%	0.0%	1 0.5%	0 0.0%	-0.5%	0 0.0%	0 0.0%	0.0%	0	0	
Female	195 66.6%	139 63.5%	-3.1%	51 63.8%	40 58.8%	-4.9%	124 67.0%	78 65.0%	-2.0%	21 72.4%	23 69.7%	-2.7%	0	0	
Male	97 33.1%	80 36.5%	3.4%	29 36.3%	28 41.2%	4.9%	60 32.4%	42 35.0%	2.6%	8 27.6%	10 30.3%	2.7%	0	0	

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	164 56.0%	158 72.1%	16.2%	35 43.8%	44 64.7%	21.0%	106 57.3%	94 78.3%	21.0%	23 79.3%	20 60.6%	-18.7%	0	0	
D, F, W or NC	62 21.2%	28 12.8%	-8.4%	32 40.0%	14 20.6%	-19.4%	26 14.1%	8 6.7%	-7.4%	4 13.8%	6 18.2%	4.4%	0	0	
DRP or NA	77 26.3%	36 16.4%	-9.8%	17 21.3%	10 14.7%	-6.5%	58 31.4%	20 16.7%	-14.7%	2 6.9%	7 21.2%	14.3%	0	0	

APPENDIX II

COURSE OUTCOMES BY DISCIPLINE AND LEVEL
FOR
SAN DIEGO CITY COLLEGE

SAN DIEGO MESA COLLEGE

SAN DIEGO MIRAMAR COLLEGE,

AND THE

EDUCATIONAL CULTURAL COMPLEX

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Accounting Courses with Prerequisites

ACCT 116B

	District			City			Mesa			Miramar			ECC		
	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Total Enrollment	462	411	-51	146	156	10	207	174	-33	103	77	-26	13	13	0
Number of Sections	12	12	0	4	4	0	5	5	0	2	2	0	1	1	0

	District			City			Mesa			Miramar			ECC		
Ethnicity:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
American Indian	2 0.4%	3 0.7%	0.3%	1 0.7%	2 1.3%	0.6%	1 0.5%	1 0.6%	0.1%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%
Asian	97 21.0%	69 16.8%	-4.2%	25 17.1%	22 14.1%	-3.0%	39 18.8%	31 17.8%	-1.0%	34 33.0%	17 22.1%	-10.9%	2 15.4%	2 15.4%	0.0%
African American	65 14.1%	56 13.6%	-0.4%	40 27.4%	37 23.7%	-3.7%	9 4.3%	5 2.9%	-1.5%	10 9.7%	6 7.8%	-1.9%	7 53.8%	9 69.2%	15.4%
Caucasian	177 38.3%	165 40.1%	1.8%	29 19.9%	42 26.9%	7.1%	119 57.5%	94 54.0%	-3.5%	31 30.1%	32 41.6%	11.5%	0 0.0%	0 0.0%	0.0%
Hispanic	65 14.1%	66 16.1%	2.0%	39 26.7%	36 23.1%	-3.6%	20 9.7%	23 13.2%	3.6%	4 3.9%	8 10.4%	6.5%	2 15.4%	1 7.7%	-7.7%
Filipino	36 7.8%	29 7.1%	-0.7%	5 3.4%	6 3.8%	0.4%	10 4.8%	8 4.6%	-0.2%	22 21.4%	14 18.2%	-3.2%	0 0.0%	1 7.7%	7.7%
Other	9 1.9%	13 3.2%	1.2%	3 2.1%	9 5.8%	3.7%	3 1.4%	4 2.3%	0.8%	2 1.9%	0 0.0%	-1.9%	1 7.7%	0 0.0%	-7.7%
Nonrespondent	11 2.4%	10 2.4%	0.1%	4 2.7%	2 1.3%	-1.5%	6 2.9%	8 4.6%	1.7%	0 0.0%	0 0.0%	0.0%	1 7.7%	0 0.0%	-7.7%

	District			City			Mesa			Miramar			ECC		
Gender:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
Unknown	1 0.2%	1 0.2%	0.0%	1 0.7%	1 0.6%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0.0%
Female	226 48.9%	215 52.3%	3.4%	73 50.0%	88 56.4%	6.4%	90 43.5%	79 45.4%	1.9%	61 59.2%	43 55.8%	-3.4%	6 46.2%	10 76.9%	30.8%
Male	235 50.9%	195 47.4%	-3.4%	72 49.3%	67 42.9%	-6.4%	117 56.5%	95 54.6%	-1.9%	42 40.8%	34 44.2%	3.4%	7 53.8%	3 23.1%	-30.8%

	District			City			Mesa			Miramar			ECC		
Course Completion:	964	974	Change	964	974	Change	964	974	Change	964	974	Change	964	974	Change
A, B, C or CR	264 57.1%	243 59.1%	2.0%	85 58.2%	97 62.2%	4.0%	96 46.4%	84 48.3%	1.9%	75 72.8%	51 66.2%	-6.6%	8 61.5%	11 84.6%	23.1%
D, F, W or NC	130 28.1%	127 30.9%	2.8%	39 26.7%	38 24.4%	-2.4%	78 37.7%	69 39.7%	2.0%	12 11.7%	18 23.4%	11.7%	1 7.7%	2 15.4%	7.7%
DRP or NA	84 18.2%	69 16.8%	-1.4%	26 17.8%	33 21.2%	3.3%	37 17.9%	31 17.8%	-0.1%	18 17.5%	8 10.4%	-7.1%	4 30.8%	0 0.0%	-30.8%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Russian Courses with Prerequisites

	RUSS 102				RUSS 201			
	964		**974**		**964**		**974**	
Total Enrollment	17		17		7		13	
Number of Sections	1		1		1		1	
Ethnicity:								
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%
African American	1	5.9%	0	0.0%	0	0.0%	0	0.0%
Caucasian	15	88.2%	14	82.4%	6	85.7%	13	100.0%
Hispanic	0	0.0%	1	5.9%	0	0.0%	0	0.0%
Filipino	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	1	14.3%	0	0.0%
Nonrespondent	1	5.9%	2	11.8%	0	0.0%	0	0.0%
Gender:								
Unknown	0	0.0%	1	5.9%	0	0.0%	0	0.0%
Female	11	64.7%	5	29.4%	1	14.3%	8	61.5%
Male	6	35.3%	11	64.7%	6	85.7%	5	38.5%
Course Completion:								
Successful Completion	13	76.5%	12	70.6%	4	57.1%	5	38.5%
Non-successful Completion	2	11.8%	2	11.8%	2	28.6%	4	30.8%
Drops or Non-attendees	2	11.8%	3	17.6%	1	14.3%	4	30.8%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Spanish Courses with Prerequisites

	SPAN 102				SPAN 201				SPAN 202			
	964		**974**		**964**		**974**		**964**		**974**	
Total Enrollment	973		819		431		393		77		70	
Number of Sections	25		26		11		12		3		2	
Ethnicity:												
American Indian/Alaskan Native	14	1.4%	23	2.8%	5	1.2%	3	0.8%	0	0.0%	0	0.0%
Asian	93	9.6%	78	9.5%	21	4.9%	17	4.3%	3	3.9%	1	1.4%
African American	81	8.3%	73	8.9%	42	9.7%	33	8.4%	4	5.2%	4	5.7%
Caucasian	471	48.4%	409	49.9%	215	49.9%	199	50.6%	27	35.1%	33	47.1%
Hispanic	170	17.5%	125	15.3%	92	21.3%	85	21.6%	36	46.8%	28	40.0%
Filipino	64	6.6%	55	6.7%	18	4.2%	25	6.4%	2	2.6%	0	0.0%
Other	27	2.8%	12	1.5%	18	4.2%	8	2.0%	2	2.6%	1	1.4%
Nonrespondent	53	5.4%	44	5.4%	20	4.6%	23	5.9%	3	3.9%	3	4.3%
Gender:												
Unknown	1	0.1%	3	0.4%	0	0.0%	2	0.5%	1	1.3%	0	0.0%
Female	578	59.4%	477	58.2%	267	61.9%	253	64.4%	52	67.5%	40	57.1%
Male	394	40.5%	339	41.4%	164	38.1%	138	35.1%	24	31.2%	30	42.9%
Course Completion:												
Successful Completion	521	53.5%	483	59.0%	271	62.9%	230	58.5%	44	57.1%	39	55.7%
Non-successful Completion	238	24.5%	167	20.4%	75	17.4%	88	22.4%	6	7.8%	11	15.7%
Drops or Non-attendees	250	25.7%	231	28.2%	98	22.7%	92	23.4%	31	40.3%	21	30.0%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Physics Courses with Prerequisites

	PHYS 120A				PHYS 121A				PHYS 124A			
	964		974		964		974		964		974	
Total Enrollment	93		40		43		18		97		90	
Number of Sections	2		2		2		2		3		3	
Ethnicity:												
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	3.3%
Asian	9	9.7%	6	15.0%	3	7.0%	3	16.7%	21	21.6%	13	14.4%
African American	8	8.6%	6	15.0%	1	2.3%	1	5.6%	2	2.1%	2	2.2%
Caucasian	49	52.7%	15	37.5%	24	55.8%	9	50.0%	44	45.4%	50	55.6%
Hispanic	14	15.1%	4	10.0%	5	11.6%	2	11.1%	5	5.2%	5	5.6%
Filipino	3	3.2%	2	5.0%	2	4.7%	0	0.0%	15	15.5%	10	11.1%
Other	5	5.4%	1	2.5%	4	9.3%	1	5.6%	4	4.1%	3	3.3%
Nonrespondent	5	5.4%	6	15.0%	4	9.3%	2	11.1%	6	6.2%	4	4.4%
Gender:												
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.1%	0	0.0%
Female	44	47.3%	18	45.0%	23	53.5%	8	44.4%	33	34.0%	38	42.2%
Male	49	52.7%	22	55.0%	20	46.5%	10	55.6%	62	63.9%	52	57.8%
Course Completion:												
Successful Completion	48	51.6%	19	47.5%	25	58.1%	15	83.3%	41	42.3%	40	44.4%
Non-successful Completion	24	25.8%	15	37.5%	8	18.6%	1	5.6%	30	30.9%	27	30.0%
Drops or Non-attendees	21	22.6%	7	17.5%	16	37.2%	3	16.7%	27	27.8%	26	28.9%

	PHYS 124B				PHYS 125A				PHYS 125B			
	964		974		964		974		964		974	
Total Enrollment	16		16		189		123		16		15	
Number of Sections	1		1		5		5		1		1	
Ethnicity:												
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	3	2.4%	0	0.0%	0	0.0%
Asian	5	31.3%	2	12.5%	30	15.9%	18	14.6%	5	31.3%	2	13.3%
African American	0	0.0%	1	6.3%	10	5.3%	8	6.5%	0	0.0%	1	6.7%
Caucasian	9	56.3%	8	50.0%	92	48.7%	60	48.8%	9	56.3%	8	53.3%
Hispanic	0	0.0%	1	6.3%	20	10.6%	10	8.1%	0	0.0%	1	6.7%
Filipino	1	6.3%	1	6.3%	17	9.0%	10	8.1%	1	6.3%	1	6.7%
Other	0	0.0%	1	6.3%	9	4.8%	4	3.3%	0	0.0%	1	6.7%
Nonrespondent	1	6.3%	2	12.5%	11	5.8%	10	8.1%	1	6.3%	1	6.7%
Gender:												
Unknown	0	0.0%	0	0.0%	2	1.1%	0	0.0%	0	0.0%	0	0.0%
Female	9	56.3%	7	43.8%	79	41.8%	53	43.1%	9	56.3%	7	46.7%
Male	7	43.8%	9	56.3%	108	57.1%	70	56.9%	7	43.8%	8	53.3%
Course Completion:												
Successful Completion	11	68.8%	15	93.8%	89	47.1%	58	47.2%	10	62.5%	14	93.3%
Non-successful Completion	2	12.5%	0	0.0%	56	29.6%	41	33.3%	2	12.5%	0	0.0%
Drops or Non-attendees	3	18.8%	1	6.3%	48	25.4%	30	24.4%	4	25.0%	1	6.7%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Psychology Courses with Prerequisites

	PSYC 258				PSYC 260			
	964		**974**		**964**		**974**	
Total Enrollment	423		234		271		219	
Number of Sections	8		8		7		8	
Ethnicity:								
American Indian/Alaskan Native	8	1.9%	1	0.4%	2	0.7%	4	1.8%
Asian	22	5.2%	17	7.3%	20	7.4%	10	4.6%
African American	59	13.9%	26	11.1%	33	12.2%	24	11.0%
Caucasian	205	48.5%	126	53.8%	131	48.3%	115	52.5%
Hispanic	76	18.0%	29	12.4%	38	14.0%	33	15.1%
Filipino	25	5.9%	17	7.3%	19	7.0%	12	5.5%
Other	11	2.6%	4	1.7%	12	4.4%	4	1.8%
Nonrespondent	17	4.0%	14	6.0%	16	5.9%	17	7.8%
Gender:								
Unknown	3	0.7%	0	0.0%	0	0.0%	1	0.5%
Female	291	68.8%	154	65.8%	176	64.9%	149	68.0%
Male	129	30.5%	80	34.2%	95	35.1%	69	31.5%
Course Completion:								
Successful Completion	225	53.2%	131	56.0%	131	48.3%	105	47.9%
Non-successful Completion	117	27.7%	70	29.9%	80	29.5%	66	30.1%
Drops or Non-attendees	95	22.5%	37	15.8%	71	26.2%	60	27.4%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

	MATH 141				MATH 150				MATH 151			
	964		974		964		974		964		974	
Total Enrollment	454		419		985		931		302		314	
Number of Sections	12		11		30		31		9		9	
Ethnicity:												
American Indian/Alaskan Native	5	1.1%	4	1.0%	8	0.8%	7	0.8%	1	0.3%	2	0.6%
Asian	102	22.5%	90	21.5%	299	30.4%	244	26.2%	96	31.8%	94	29.9%
African American	35	7.7%	32	7.6%	38	3.9%	30	3.2%	12	4.0%	13	4.1%
Caucasian	178	39.2%	170	40.6%	369	37.5%	357	38.3%	122	40.4%	134	42.7%
Hispanic	54	11.9%	50	11.9%	96	9.7%	100	10.7%	28	9.3%	29	9.2%
Filipino	37	8.1%	35	8.4%	88	8.9%	110	11.8%	21	7.0%	27	8.6%
Other	17	3.7%	17	4.1%	24	2.4%	25	2.7%	12	4.0%	7	2.2%
Nonrespondent	26	5.7%	21	5.0%	63	6.4%	58	6.2%	10	3.3%	8	2.5%
Gender:												
Unknown	4	0.9%	1	0.2%	1	0.1%	4	0.4%	0	0.0%	0	0.0%
Female	144	31.7%	146	34.8%	421	42.7%	387	41.6%	83	27.5%	103	32.8%
Male	306	67.4%	272	64.9%	563	57.2%	540	58.0%	219	72.5%	211	67.2%
Course Completion:												
Successful Completion	138	30.4%	184	43.9%	594	60.3%	631	67.8%	141	46.7%	155	49.4%
Non-successful Completion	216	47.6%	152	36.3%	294	29.8%	234	25.1%	105	34.8%	105	33.4%
Drops or Non-attendees	121	26.7%	92	22.0%	126	12.8%	93	10.0%	87	28.8%	85	27.1%

	MATH 210A				MATH 245				MATH 252			
	964		974		964		974		964		974	
Total Enrollment	225		201		57		61		234		189	
Number of Sections	5		5		1		1		6		6	
Ethnicity:												
American Indian/Alaskan Native	2	0.9%	0	0.0%	0	0.0%	0	0.0%	2	0.9%	3	1.6%
Asian	17	7.6%	14	7.0%	33	57.9%	42	68.9%	116	49.6%	71	37.6%
African American	23	10.2%	21	10.4%	3	5.3%	3	4.9%	9	3.8%	6	3.2%
Caucasian	119	52.9%	107	53.2%	12	21.1%	10	16.4%	56	23.9%	67	35.4%
Hispanic	44	19.6%	32	15.9%	5	8.8%	2	3.3%	16	6.8%	17	9.0%
Filipino	10	4.4%	8	4.0%	1	1.8%	2	3.3%	17	7.3%	13	6.9%
Other	1	0.4%	4	2.0%	2	3.5%	0	0.0%	10	4.3%	3	1.6%
Nonrespondent	9	4.0%	15	7.5%	1	1.8%	2	3.3%	8	3.4%	9	4.8%
Gender:												
Unknown	2	0.9%	2	1.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%
Female	181	80.4%	157	78.1%	13	22.8%	22	36.1%	60	25.6%	53	28.0%
Male	42	18.7%	42	20.9%	44	77.2%	39	63.9%	173	73.9%	136	72.0%
Course Completion:												
Successful Completion	127	56.4%	114	56.7%	38	66.7%	22	36.1%	118	50.4%	84	44.4%
Non-successful Completion	64	28.4%	57	28.4%	14	24.6%	27	44.3%	75	32.1%	69	36.5%
Drops or Non-attendees	42	18.7%	35	17.4%	5	8.8%	12	19.7%	52	22.2%	58	30.7%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

	MATH 254				MATH 255			
	964		974		964		974	
Total Enrollment	125		151		89		73	
Number of Sections	3		4		3		3	
Ethnicity:								
American Indian/Alaskan Native	1	0.8%	1	0.7%	0	0.0%	0	0.0%
Asian	55	44.0%	81	53.6%	50	56.2%	43	58.9%
African American	5	4.0%	5	3.3%	7	7.9%	8	11.0%
Caucasian	41	32.8%	37	24.5%	15	16.9%	13	17.8%
Hispanic	14	11.2%	9	6.0%	7	7.9%	4	5.5%
Filipino	2	1.6%	8	5.3%	5	5.6%	1	1.4%
Other	1	0.8%	3	2.0%	2	2.2%	0	0.0%
Nonrespondent	6	4.8%	7	4.6%	3	3.4%	4	5.5%
Gender:								
Unknown	1	0.8%	0	0.0%	0	0.0%	0	0.0%
Female	24	19.2%	37	24.5%	16	18.0%	16	21.9%
Male	100	80.0%	114	75.5%	73	82.0%	57	78.1%
Course Completion:								
Successful Completion	66	52.8%	102	67.5%	31	34.8%	51	69.9%
Non-successful Completion	36	28.8%	35	23.2%	30	33.7%	15	20.5%
Drops or Non-attendees	27	21.6%	23	15.2%	31	34.8%	8	11.0%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Philosophy Courses with Prerequisites

	PHIL 205			
	964		**974**	
Total Enrollment	35		35	
Number of Sections	2		3	
Ethnicity:				
American Indian/Alaskan Native	1	2.9%	0	0.0%
Asian	3	8.6%	0	0.0%
African American	5	14.3%	11	31.4%
Caucasian	11	31.4%	10	28.6%
Hispanic	11	31.4%	11	31.4%
Filipino	0	0.0%	0	0.0%
Other	3	8.6%	1	2.9%
Nonrespondent	1	2.9%	2	5.7%
Gender:				
Unknown	0	0.0%	0	0.0%
Female	15	42.9%	18	51.4%
Male	20	57.1%	17	48.6%
Course Completion:				
Successful Completion	7	20.0%	23	65.7%
Non-successful Completion	10	28.6%	9	25.7%
Drops or Non-attendees	18	51.4%	2	5.7%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Mathematics Courses with Prerequisites

	MATH 104				MATH 116				MATH 118			
	964		974		964		974		964		974	
Total Enrollment	698		702		712		629		27		9	
Number of Sections	14		15		17		17		2		2	
Ethnicity:												
American Indian/Alaskan Native	4	0.6%	8	1.1%	14	2.0%	8	1.3%	0	0.0%	0	0.0%
Asian	120	17.2%	136	19.4%	129	18.1%	125	19.9%	3	11.1%	0	0.0%
African American	53	7.6%	43	6.1%	54	7.6%	47	7.5%	2	7.4%	1	11.1%
Caucasian	282	40.4%	283	40.3%	353	49.6%	283	45.0%	16	59.3%	6	66.7%
Hispanic	111	15.9%	89	12.7%	66	9.3%	73	11.6%	2	7.4%	1	11.1%
Filipino	86	12.3%	84	12.0%	56	7.9%	50	7.9%	2	7.4%	1	11.1%
Other	20	2.9%	19	2.7%	20	2.8%	23	3.7%	2	7.4%	0	0.0%
Nonrespondent	22	3.2%	40	5.7%	20	2.8%	20	3.2%	0	0.0%	0	0.0%
Gender:												
Unknown	4	0.6%	4	0.6%	3	0.4%	3	0.5%	0	0.0%	0	0.0%
Female	261	37.4%	228	32.5%	339	47.6%	310	49.3%	10	37.0%	7	77.8%
Male	433	62.0%	470	67.0%	370	52.0%	316	50.2%	17	63.0%	2	22.2%
Course Completion:												
Successful Completion	251	36.0%	280	39.9%	314	44.1%	237	37.7%	17	63.0%	0	0.0%
Non-successful Completion	290	41.5%	299	42.6%	248	34.8%	256	40.7%	5	18.5%	0	0.0%
Drops or Non-attendees	178	25.5%	160	22.8%	180	25.3%	167	26.6%	5	18.5%	9	100.0%

	MATH 119				MATH 121				MATH 122			
	964		974		964		974		964		974	
Total Enrollment	1299		1147		433		345		76		84	
Number of Sections	29		31		10		10		3		4	
Ethnicity:												
American Indian/Alaskan Native	16	1.2%	9	0.8%	6	1.4%	7	2.0%	1	1.3%	2	2.4%
Asian	192	14.8%	224	19.5%	88	20.3%	68	19.7%	14	18.4%	14	16.7%
African American	139	10.7%	87	7.6%	25	5.8%	18	5.2%	1	1.3%	2	2.4%
Caucasian	582	44.8%	484	42.2%	196	45.3%	157	45.5%	30	39.5%	43	51.2%
Hispanic	171	13.2%	158	13.8%	48	11.1%	35	10.1%	15	19.7%	8	9.5%
Filipino	115	8.9%	110	9.6%	34	7.9%	24	7.0%	8	10.5%	8	9.5%
Other	31	2.4%	26	2.3%	17	3.9%	13	3.8%	5	6.6%	3	3.6%
Nonrespondent	53	4.1%	49	4.3%	19	4.4%	23	6.7%	2	2.6%	4	4.8%
Gender:												
Unknown	6	0.5%	6	0.5%	0	0.0%	3	0.9%	0	0.0%	0	0.0%
Female	635	48.9%	588	51.3%	207	47.8%	179	51.9%	42	55.3%	42	50.0%
Male	658	50.7%	553	48.2%	226	52.2%	163	47.2%	34	44.7%	42	50.0%
Course Completion:												
Successful Completion	526	40.5%	564	49.2%	190	43.9%	186	53.9%	34	44.7%	32	38.1%
Non-successful Completion	503	38.7%	340	29.6%	149	34.4%	98	28.4%	25	32.9%	31	36.9%
Drops or Non-attendees	354	27.3%	309	26.9%	114	26.3%	72	20.9%	21	27.6%	24	28.6%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
German Courses with Prerequisites

	GERM 102				GERM 201			
	964		**974**		**964**		**974**	
Total Enrollment	35		33		25		19	
Number of Sections	2		2		2		2	
Ethnicity:								
American Indian/Alaskan Native	0	0.0%	1	3.0%	0	0.0%	0	0.0%
Asian	2	5.7%	1	3.0%	3	12.0%	1	5.3%
African American	2	5.7%	1	3.0%	2	8.0%	0	0.0%
Caucasian	25	71.4%	22	66.7%	14	56.0%	15	78.9%
Hispanic	2	5.7%	4	12.1%	2	8.0%	1	5.3%
Filipino	1	2.9%	1	3.0%	1	4.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nonrespondent	3	8.6%	3	9.1%	3	12.0%	2	10.5%
Gender:								
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Female	13	37.1%	20	60.6%	10	40.0%	6	31.6%
Male	22	62.9%	13	39.4%	15	60.0%	13	68.4%
Course Completion:								
Successful Completion	23	65.7%	21	63.6%	19	76.0%	10	52.6%
Non-successful Completion	6	17.1%	8	24.2%	5	20.0%	7	36.8%
Drops or Non-attendees	6	17.1%	4	12.1%	2	8.0%	1	5.3%

Student Outcomes by Comparison
Fall 1996 and Fall 1997
Italian Courses with Prerequisites

	ITAL 102			
	964		**974**	
Total Enrollment	27		24	
Number of Sections	2		1	
Ethnicity:				
American Indian/Alaskan Native	1	3.7%	0	0.0%
Asian	2	7.4%	2	8.3%
African American	1	3.7%	0	0.0%
Caucasian	15	55.6%	13	54.2%
Hispanic	3	11.1%	7	29.2%
Filipino	1	3.7%	0	0.0%
Other	2	7.4%	0	0.0%
Nonrespondent	2	7.4%	2	8.3%
Gender:				
Unknown	0	0.0%	0	0.0%
Female	18	66.7%	10	41.7%
Male	9	33.3%	14	58.3%
Course Completion:				
Successful Completion	15	55.6%	20	83.3%
Non-successful Completion	5	18.5%	3	12.5%
Drops or Non-attendees	6	22.2%	0	0.0%